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ABSTRACT

This booklet consists of materials developed on differentiated staffing. Nine sections cover a definition of terms, the executive teacher plan, some new teacher models, a position statement on the concept of differentiated staffing, a process approach to model development, and information on administrating the differentiated staff. In addition, the staff plan for each of five schools is described. (MLF)

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OEA-Instructional Services Division

INTERFACE
ON
LEARNING

Differentiated Staffing

Another Service for You From the Ohio Education Association

EA 003 991

DEC 2 1971

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FOREWORD

You will find enclosed some of the materials the OEA-Instructional Services Division and the Ohio Department of Elementary School Principals have developed relative to the topic of Differentiated Staffing. Although this information is being distributed by the Ohio Education Association, it does not necessarily form an endorsement of this procedure as an official policy position. It does, however, represent the following resolution that was adopted at the Representative Assembly of the Ohio Education Association here in Columbus on December 10-12, 1970.

This resolution reads:

> The Ohio Education Association believes that the concept of Differentiated Staffing may hold promise for enhancing educational opportunities for children and provide a means of better utilization of teacher time and talent.
>
> Any plan for differentiation should be flexible and adaptable to keep pace with the changing conditions of schools and society and must clearly define the roles of all personnel involved.
>
> The Association urges local associations immediately to initiate in-depth studies of the many ramifications of Differentiated Staffing to be prepared to act in full partnership with the administration in the design of any plan and to reject any plan not developed cooperatively.

The information enclosed is sent to you in the spirit of that resolution -- in order that you might study some of the various forms of staff utilization patterns available.

Edward F. Jirik, Ph.D.,
Director of Instructional Services

DEFINITION OF TERMS[1]

I. DIFFERENTIATED STAFFING: DEFINITIONS

To define differentiated staffing universally and precisely and precisely at this time is almost impossible. But the inability to formulate a satisfactory definition actually results from one of differentiated staffing's greatest strengths -- its flexibility. Having been designed in most cases to fit the philosophy and objectives of the school or school system involved, differentiated staffing remains a fluid and innovative concept.

Generally, to differentiate a staff means to separate by different roles.[2] More specifically, differentiated staffing means a variety of plans for the deployment of school personnel--classroom teachers, administrators, other professionals, paraprofessionals, and nonprofessionals--in a variety of assignments different from the traditional pattern of the self-contained classroom at the elementary level and departmentalization at the secondary level in the framework of the line-staff structure of school organization.

Differentiated staffing is an outgrowth and refinement of team teaching. It goes a step further to suggest that teaching be differentiated into various roles and responsibilities to allow for the different interests, abilities, and ambitions of teachers. It calls for differentiating salary in terms of the responsibilities assumed, and allows for both a training and career ladder.[3,4]

II. DIFFERENTIATED STAFFING: PRINCIPALS

Even though differentiated staffing usually means something different in different schools or school systems, fundamental principles have been developed which should be the basis for any plan.

---

[1] Source: These materials were developed by Chase Crawford--doctoral student at The Ohio State University, 1971.

[2] English, Fenwick (Temple City, California, differentiated staffing project director)

[3] National Commission on Teacher Education and Professional Standards (N.E.A. N.C.T.E.P.S. or T.E.P.S.)

[4] National School Public Relations Association (N.E.A.-N.S.P.R.A.)

A. THE TEACHERS MUST BE INVOLVED IN DEVELOPING THE PLAN.

Teachers must be involved in developing any plan for differentiated staffing, from the point of inception through evaluation and modification, because "theirs are the tasks to be differentiated; hence they should participate in the judgement on how this can best be done."[3]

The honest involvement of teachers in decision making is crucial to the development of any program. Any changes that affect the role of the teacher need the involvement of that teacher in the decision-making process.[5]

The differentiated staff concept calls for innovation and reorganization of the basic structure of our schools, with full participation in such reorganization by the teaching staff. Simply inventing responsibility levels, writing job descriptions, and assigning teachers arbitrarily will not work because that is essentially what we are doing now.

B. THE EDUCATIONAL DECISION-MAKING PROCESS MUST BE CHANGED.

The school must have much more autonomy than is usually the case. This autonomy necessarily involves decentralized staffing. If wise decisions are to be made with regard to teaching and learning, the staff that works directly with the youngsters to be served must make them.[5]

Teachers must become formal professional partners with administrators in the decision-making process.[4]

Teacher roles cannot be changed substantially without concomitant changes in all other roles. Without real changes in the total structure, changes which cut across bureaucratic functions, thereby expanding some roles and eliminating others, the superimposing of new roles may simply refine what is already an archaic structure.[6]

Organizational flexibility must be created through the use of flexible scheduling.[4]

C. THE ROLE OF THE "TEACHER" MUST BE CHANGED.

The differentiated teaching staff is based on the idea of human differences in intelligence and commitment and the observation that presently there are many roles assumed under the name "teacher."[7]

Teachers, like all human beings, possess individual differences which can best be utilized through different assignments.[3]

Teaching must be the primary function of all teachers.[4]

All teachers, regardless of their differentiated assignments, should be actively involved in classroom instruction--some to a greater degree than others.[2]

Substantial direct teaching responsibility for all teachers must exist at all salary levels, including those in the top brackets.

Teachers must be relieved of many nonprofessional functions now required of them.[4]

A minimum of three differentiated staff teaching levels must exist, each having a different salary range.[1]

Teachers must perform the self-disciplining or regulating activities of their own profession.[4]

D. CURRENT SALARY PRACTICES MUST BE CHANGED

Some teachers should earn more than school administrators.[4]

The maximum salary at the top teaching category should be at least double the maximum at the lowest.[1]

Teachers' salaries in the school system should already be at a professional level, and additional funds should be available to meet the added costs that a plan of differentiated staffing assignments will necessitate.[2]

Sources: 1. Allen, Dwight W. (Dean of the College of Education at the University of Massachusetts)

2. Association of Classroom Teachers (NEA-ACT)

3. Edelfelt, Roy A. (Executive Secretary of the National Commission on Teacher Education and Professional Standards)

4. English, Fenwick (Temple City, California, differentiated staffing project director)

5. Hair, Donald (Kansas City assistant superintendent)

6. Rand, M. John (Temple City, California, superintendent)

7. Ryan, Kevin A. (director of the Master of Arts in Teaching program at the University of Chicago Graduate School of Education)

III. DIFFERENTIATED STAFFING: ADVANTAGES

The proponents of differentiated staffing have amassed many claimed advantages for it. These can be grouped as to which benefit:

A. THE OVERALL EDUCATIONAL ORGANIZATION

Substantial organizational benefit can be gained from a differentiated staff. At present, organizational alternatives are severely limited by constant staffing formulas and monolithic requirements of staff use. The educational organization can become much more flexible--more alternatives can be considered. By identifying staff responsibilities more precisely, we can train staff to accept specific responsibilities.[1]

Differentiated teaching assignments for classroom teachers should provide effective education by fostering good teaching techniques such as flexible assignments and modular scheduling.[2]

Automatic promotion regardless of competence is eliminated, a real key to improving professionalism in education. Longevity, with all its educationally crippling effects, would cease to be a criterion for promotion.[1]

B. NEGOTIATIONS BETWEEN FACULTY AND SCHOOL BOARDS

When positions are identified delineating what needs to be done and are assigned on the basis of competence, there will be a basis of salary differentiation on which school boards, administrators, and teachers can agree.[1]

Many existing problems in negotiating salaries and existing differences between professional teachers and administrators should disappear in a staff wherein status derives from performance and competence.[1]

The higher salary levels would be reserved for persons performing at levels commensurate with the salary level. This would encourage younger, talented staff members. There is a way to recognize talent early and reserve it for the high school or elementary classroom rather than lose it either to other professions or to other leadership positions in education.[1]

The school would regain some control over apportioning dollars now committed to perpetuating the median rise in salary costs brought about by tenure, longevity, and automatic promotion practices.[1]

C. THE TEACHERS AND STUDENTS DIRECTLY

By making it possible for classroom teachers to be compensated better and to have more substantive responsibility than some administrators, we will recognize the fact that teaching performance and teaching competence is the heart of the education enterprise.[1]

Differentiated staffing will allow for leadership within the teaching staff. Excellent teachers will have a wider channel for influence, both with students and with colleagues.[5]

Differentiated teaching assignments for classroom teachers should provide for more effective use of human resources by

> recognizing individual differences among teachers;
>
> allowing classroom teachers to assume responsibility and initiative commensurate with their interests, talents and abilities;
>
> providing a climate wherein teachers can identify personal strengths and weaknesses and develop new areas of competence and interest;
>
> involving the teacher in decision making on curriculum planning, teaching methods, utilization of time, and development of relevant in-service education programs;
>
> establishing a climate that fosters creative involvement of staff and greater opportunity for learners; and
>
> creating a team approach to education, which is based on the concept that development, implementation, and evaluation of the total educational program are the ongoing responsibility of the total professional staff and that this responsibility includes participating in the initial selection, continuing evaluation, retention and assignment of other team members.[2]

Differentiated teaching assignments for classroom teachers should provide opportunity for interaction among teachers and all other persons involved: students, teachers, building principals, other administrators, teacher aides, parents, and the community.[2]

The best talent would be free to seek the best alternative teaching techniques, learning modes, and innovations in general through persistent liaison with colleges, universities, and other schools.[1]

Supervision would emphasize direction and guidance from fellow teachers with demonstrated ability rather than evaluation only.[1]

Evaluation could be based on real knowledge from intimate contact and cooperation between teaching professionals.[1]

Advantages will be found in the identification and use of differential staff talents. Unsuccessful teachers might be used effectively if they did not have to perform the full range of teaching competencies.[1]

Teachers will be able to take postgraduate courses to make themselves more competent in their specific jobs instead of on an indiscriminate units-equal-dollar basis.[1]

Young talent (these days often the best informed) whould be encouraged to grow.[1]

There will be a place for talented teachers who want only limited professional responsibility (e.g., the teaching housewife).[1]

There will be a place for those teachers for whom no amount of money can make up for the lack of job satisfaction.[1]

Good teachers, who deserve as much money as administrators, will be able to afford a career in classroom teaching.[1,5]

Differentiated staffing provides a career line within teaching and hopefully will keep the brightest and most able teachers in classrooms in front of children.[5]

Differentiated assignments cause teaching and learning to be more exciting and effective.[4]

Differentiated teaching assignments for classroom teachers should provide effective education by fostering good teaching techniques such as matching of instructional resources with learner needs, individualized learning experiences, and a clinical approach to meeting student needs.[2]

Children will be less subject to the dictates of a particular teacher.[3]

Counseling and interpersonal student=teacher relationships could be established at more profound levels of personal choice and personal relevance.[1]

The concept of differentiated teaching assignments for classroom teachers appears to provide--through a program responsive to the interests, abilities, and needs of the individual learner--a more meaningful educational experience and a climate favorable to the development of each child and his full potential.[2]

Sources: 1. Allen, Dwight W. (Dean of the College of Education at the University of Massachusetts)

2. Association of Classroom Teachers (NEA-ACT)

3. Corwin, Ronald G. (Professor of Sociology at O.S.U.)

4. Edelfelt, Roy A. (Executive Secretary of the National Commission on Teacher Education and Professional Standards)

5. Ryan, Kevin A. (director of the Master of Arts in Teaching program at the University of Chicago Graduate School of Education)

IV. DIFFERENTIATED STAFFING: DISADVANTAGES

Only a few articles could be found actually taking a position against differentiated staffing. One of these by the A.F.T. was very emotionally written, irrational, and not worth including.

However, this means that most of the disadvantages stated were done so by writers who either favored differentiated staffing (as most of them did) or who were neutral to it.

The disadvantages can be grouped in a manner similar to the advantages as to which affect:

A. THE OVERALL EDUCATIONAL ORGANIZATION

A lack of precedence of educational decisions exists in systems which employ differentiated staffing.[1]

A differentiated staff implies modification of the total school program.[1]

In general, neither teachers nor administrators are prepared to operate--in terms both of method of instruction and method of administration--within the new framework required.[2]

B. NEGOTIATIONS BETWEEN FACULTY AND SCHOOL BOARDS

Differentiated staffing would spell the end of the single salary schedule for which teachers and their organizations have fought so hard.[4]

Differentiated staffing sounds good on paper, but it tends more often than not to be merit pay in disguise. It's camouflaged merit pay of the highest order, and all of the reasons for which one is against merit pay are just reasons to be against differentiated staffing.[5]

Teachers fear that a staffing pattern of differentiated teaching assignments will be used as a means of cutting school budgets by paying higher salaries to the few teachers who reach the top brackets (evidence indicates that these positions are limited in number) and lower salaries to the vast majority of teachers.[2]

A need for over-compensation in the lower ranks of teachers exists during transition periods.[1]

C. THE TEACHERS AND STUDENTS DIRECTLY

There is a tendency on the part of some persons committed to change to move too quickly. In so doing they sometimes fail to provide real and adequate involvement of all concerned--especially classroom teachers, the local association, and the community--and attempt to change one group--

classroom teachers--without recognizing the need for comparable changes at other levels of the educational hierarchy. Differentiated staffing cannot succeed if the roles of administrators do not change as the roles of the classroom teachers change.[2]

The overwhelming majority of articles point up the need for classroom teachers to change their methods of teaching and adjust their interrelationships but give minimal attention to the necessity for change in the roles and responsibilities of administrators.[2]

It is difficult to identify differentiated staff responsibilities. Not enough thought has been given to the use of staff in such a manner, and it would be a major undertaking to differentiate teaching staff responsibilities.[1]

As new administrative hierarchies evolve in response to problems among teachers, the most specialized personnel may find themselves assuming more administrative duties and becoming increasingly removed from their student clientele.[3]

It would be difficult to establish working relationships among a differentiated staff.[1]

Greater differentiation and specialization will undoubtedly aggravate other problems, such as the problems of overlapping authority lines, competition among teachers, sharing authority over students, and coordinating and evaluating independent teachers and other professionals who will have to cooperate closely.[3]

Current staff who will be threatened by performance criteria may reject differentiated staffing. There are now teachers who are enjoying the benefits of an undifferentiated staff without commensurate responsibilities, who are likely to complain.[1]

Insufficient funds may be allocated to do an adequate job of planning, implementing, and maintaining a satisfactory program of differentiated staffing.[2]

New concepts of staff training need to be developed.[1]

Much of the current literature on differentiated staffing raises questions in the minds of classroom teachers that are not easily answered. More often than not, the obstacle is not the concept itself but the way the concept is presented by the writer. For example:

> Some articles imply that differentiated staffing is the answer to the current educational crisis, but investigation usually shows that many of the so-called successful programs cited as evidence to substantiate this claim are only in experimental stages. Why such exaggerated and premature conclusions?

Some articles promote differentiated staffing on the basis of what it will do for teachers rather than on the basis of its potential for improving educational opportunities for students. Where is the proof for such positive statements?

Some articles make contradictory or incompatible assertions. One may claim that teachers will recieve increased pay based on increased responsibility and then elsewhere state that teachers will receive increased pay based on evaluation of their competence. The latter concept is interpreted as a back-door approach to an old issue--merit pay--and teachers resist it. Another may imply that teaching and the person who teaches are of paramount importance in education, but the accompanying salary schedule provides pay in inverse proportion to the time spent with students. What is the truth, and why the ambiguity?

Many proponents of differentiated staffing who write articles are college professors whose field is higher education. While they glibly tell the public school teachers what and how to teach, they fail to put their theories into practice in their own teaching.[2]

Sources: 1. Allen, Dwight W. (Dean of the College of Education at the University of Massachusetts)

2. Association of Classroom Teachers (NEA-ACT)

3. Corwin, Ronald G. (Professor of Sociology at OSU)

4. National School Public Relations Association (NEA-NSPRA)

5. Watts, Gary D. (director of the Division of Field Services of the National Education Association.

V. DIFFERENTIATED STAFFING: IMPLEMENTATION

Models of staff differentiation being developed across the nation share some common characteristics and differ from each other in important ways. The models may be classified as curricular paradigms, learning paradigms, organizational paradigms and teaching paradigms of staff differentiation. In reality, models would actually embrace all four areas to be usable.[2]

Some planners begin from a curricular viewpoint, emphasizing staff deployment to reinforce previous philosophical assumptions taken regarding subject matter. Using learning theories as a focal point for a staffing pattern is still another task. Other models are organizationally oriented, stressing organizational relationships and changing roles without much regard to the individual personalities occupying old roles. Still other models emphasize a refinement in teaching as it is conceived today, that is, they polish the telling functions of teaching by adding different instructional media or programmed instruction.[2]

A sequence of events that could be used to implement any of these models, especially the curricular and learning paradigms, would be:

systematic assessment of needs (societal, student, teacher, and community),

formulation of global educational goals from the needs assessment,

construction of specific and measurable learning outcomes working back from the global statements,

separation of learning tasks from each learning outcome into common categories (appropriateness, level of difficulty, etc.)

relating of learning tasks grouped in common categories to teacher skills, knowledges, and attitudes in producing the specified outcomes,

reclassification of teaching tasks into vertical and horizontal role hierarchies,

establishment of salary ranges for each proposed hierarchical role based upon supply and demand, level of training and experience needed, etc.,

determination of specific changes in the school structure for the new roles to be utilized to the maximum,

establishment of personnel policies to apply during the transition and ultimately, and

establishment of screen groups, screening criteria, evaluation procedures, and the filling of positions.[2]

If the organizational or teacher paradigms of differentiated staffing are to be implemented, the following steps are important:

The entire educational structure of the school unit must be studied and redesigned if necessary, and simultaneously the administrative hierarchy of the school must be re-examined. There must be:

> a redefinition of relationships--among teachers and students, teachers, building principals, other administrators, and others in the system;
>
> a redefinition of the jobs of the classroom teacher, the principal, the supervisor, and the superintendent;
>
> a re-evaluation of the staffing pattern of noncertificated personnel;
>
> a re-allocation of funds budgeted for instruction; and
>
> a valid method of evaluating relative responsibilities.[1]

All interested groups, including the community, must be involved in each step of the planning, but the primary responsibility for developing the best possible educational program must be lodged with the classroom teachers and other school personnel who will be most directly affected.[1]

The local professional association must be involved from the inception of the plan.[1]

The school system must provide time, money, and resources so that the total staff can be fully involved in the development of both the instructional program and the staffing pattern.[1]

Working models of plans in other school districts should be used as a resource in creating the design.[1]

The goals and objectives of the experimenting school or school system must be established.[1]

New job descriptions must be developed for all professional personnel.[1]

A plan for evaluating the total program must be designed.[1]

A procedure for implementing and maintaining the program must be developed.[1]

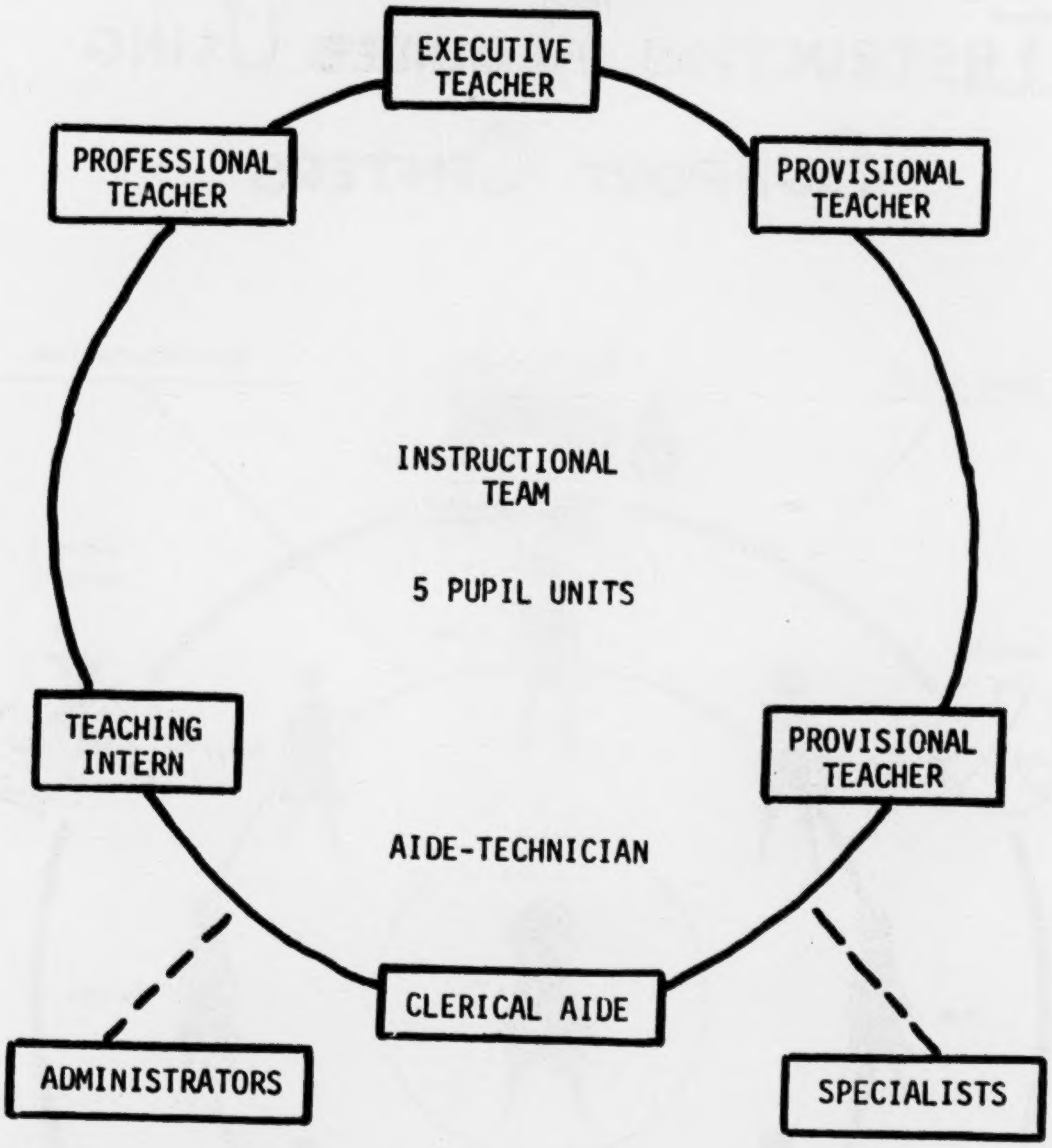
Once designed to meet the specific needs of a specific school, the program should be initiated as a pilot project, perhaps in one or two schools in the system, and carefully tested before final adoption and expansion.[1]

A continuous program to inform all staff members not directly involved in the planning must be sustained by the committees assigned the designing responsibilities.[1]

A comprehensive program must be conducted to inform the public of the possible advantages of a staffing pattern of differentiated assignments and the costs involved. The public must understant that such a plan will not save money and, in fact, if properly implemented, will cost more money. The public must also understand that such a plan is experimental until such time as the professional staff and the school board are convinced of its value.[1]

Sources: 1. Association of Classroom Teachers (NEA-ACT)
2. English, Fenwick (Temple City, California, differentiated staffing project director)

THE EXECUTIVE TEACHER PLAN

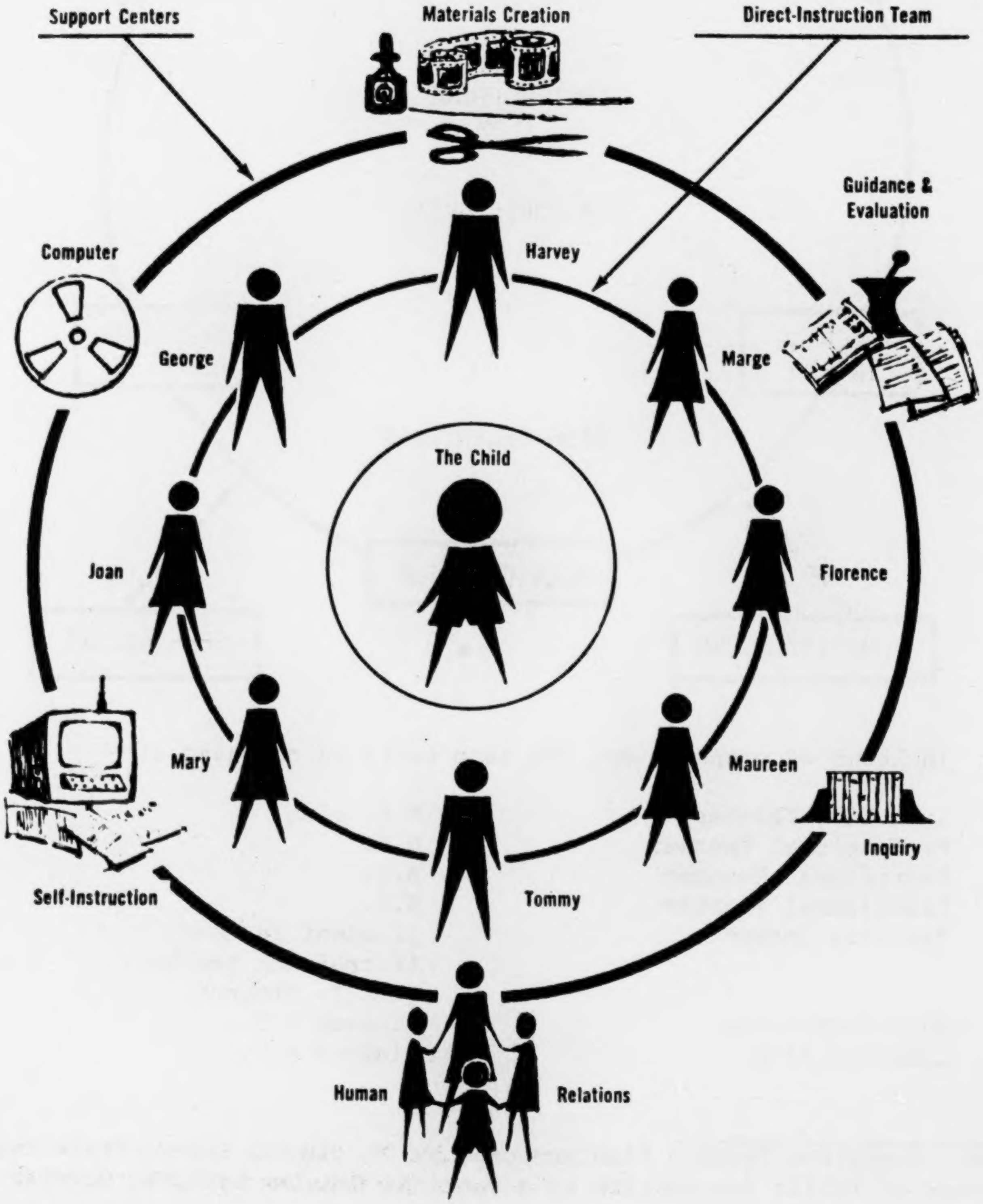

EXECUTIVE TEACHER
PROFESSIONAL TEACHER
PROVISIONAL TEACHER
INSTRUCTIONAL TEAM
5 PUPIL UNITS
TEACHING INTERN
PROVISIONAL TEACHER
AIDE-TECHNICIAN
CLERICAL AIDE
ADMINISTRATORS
SPECIALISTS

In terms of preparation, the team would be composed of--

Executive Teacher	M.A. plus
Professional Teacher	M.A.
Provisional Teacher	B.A.
Provisional Teacher	B.A.
Teaching Intern	(Student Teacher (Retraining Teacher (M.A.T. Program
Aide-Technician	Minimum H.S.
Clerical Aide	Minimum H.S.

Source: Executive Teacher Plan proposed by Dr. Martin Essex, State Superintendent of Public Instruction at a Jennings Scholar Lecture, October 15, 1966.

INSTRUCTION REQUIRES USING SUPPORT CENTERS


Support Centers
Materials Creation
Direct-Instruction Team
Guidance & Evaluation
Computer
Harvey
George
Marge
The Child
Joan
Florence
Mary
Maureen
Inquiry
Self-Instruction
Tommy
Human
Relations

Source: Man, Media, and Machines
National TEPS Commission 1967 Publication, pg. 15

STAFF DIFFERENTIATION BASED UPON LEARNING TASKS

A TEACHING PROFICIENCY MODEL BY CATEGORIES OF LEARNING TASKS

Teacher Type and Proficiency	Learning Task Category
5. Facilitator of Attitude and Interpersonal Behavior Development: human relations attitudes and skills	Attaining a variety of human relations attitudes and behaviors, e.g., acceptance and appreciation of cultural differences, group process, group leadership roles.
4. Developer of Talents and Aptitudes: A skill for developing talent	Developing a potential talent in a specialized area, e.g., proficiency in dealing with higher mathematical concepts, playing a musical instrument, writing plays.
3. Identifier of Talents: Skill in promoting exploration in broad fields	Identifying interests and aptitudes appertaining to interests, e.g., exploratory experiences in industrial arts, stenography, music, creative writing, earth science.
2. Liberal Enlightener: skill as a master presenter	Enlightenment in areas in which knowledge of the general population is considered important but in which every individual is not required to be proficient, e.g., types of literature, geological structure, weaving rugs.
1. Teacher Technologist: Skill in administering basic skills and knowledges	Mastering skills and knowledges considered essential for all, e.g., reading, historical facts of nations, computational skills.

Source: School Staffing Patterns, National TEPS Commission 1967 Publication, p. 14.

NCSPS NEWS

CAROLYN L. TILLOTSON, EDITOR

NATIONAL COMMITTEE FOR SUPPORT OF THE PUBLIC SCHOOLS • 1424 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036

January 1970

DIFFERENTIATED TEACHING STAFF: A NEW CONCEPT

The job of the teacher has become unmanageable. The self-contained teacher and the self-contained classroom and the self-contained school are obsolete. No single individual has the competence, energy, and time to deal effectively with all the responsibilities assigned to one teacher. No teacher can afford to operate in the isolated and insulated fashion which has characterized many self-contained classrooms. No school can remain vital and dynamic or up to date if its staff is out of touch with the community and the rest of the educational world. A progressive, affluent society cannot tolerate or afford teachers or schools that try to go it alone without the help and stimulation of colleagues.[1]

The advent of the Education Professions Development Act (EPDA) of 1967 provides hope and impetus for dramatic steps to be taken in redesigning the education profession. Under this Act, the U.S. Office of Education encourages experimentation with differentiated staffing, at both the professional and nonprofessional levels.

Working vigorously toward goals consistent with EPDA projects in the area of differentiated staffing is the National Commission on Teacher Education and Professional Standards (TEPS), created in 1946 by the Representative Assembly of the National Education Association (NEA).

What Is Differentiated Staffing?

Differentiated school staffing is a concept of organization that seeks to make better use of education personnel. In a position paper issued in May 1969, TEPS explains that

". . .under a differentiated staffing arrangement education personnel would be selected, educated, and deployed in ways that would make optimum use of interests, abilities, and commitments and afford them greater autonomy in determining their own professional development. A differentiated staff would include teachers and a variety of special service personnel, subject matter specialists, administrators, student teachers, interns, persons from other professions, craftsmen, volunteers, and several categories of paraprofessionals and teacher aides. Within the classroom-teaching ranks, some professionals might serve as leaders, responsible for induction of new teachers, for coordination of teams of associates and assistants, and for the general management of the learning setting. Others might function mainly as diagnosticians of learning difficulties, constructors of individualized programs for pupils, developers of interpersonal attitudes and behaviors, and the like."[2]

Also vitally involved in the issue of differentiated staffing is the American Federation of Teachers (AFT) of the AFL-CIO. In their words,

". . .Differentiated staffing has been described as 'a division and extension of the role of the teacher through the creation of a teacher hierarchy with job responsibilities that are commensurate with a range of pay'. . .In the past, whereas all teachers have been paid on a single-salary schedule, the differentiated-staffing concept suggests that teachers would be paid according to the level of their assignment and 'responsibility.' The base-salary level will continue to approximate the salary presently being paid on bachelor-degree schedules, although it is projected that a few teachers at the top of the ladder could earn as much as or more than some administrators. Teachers aspiring to higher levels usually would forego tenure in lieu of additional salary; senior teachers and master teachers normally would acquire tenure only at the staff-teacher level. In some proposals, teachers are evaluated by supervisors and by colleagues both above and below them. This, of course, has the potential of creating tensions and conflicts, particularly when those at lower levels aspire to the positions of those who are evaluating them and who they, in turn, are evaluating. Some proposals provide that an academic senate, composed of personnel on the higher levels, will coordinate and conduct the evaluation.

"Differentiated staffing is still highly experimental, but is quite widespread, ranging from simple patterns of team teaching to intricate hierarchical models. New patterns undoubtedly will be tried as the concept gets more 'seed money' from the federal government. Nevertheless, even at this time, it has been estimated that there are more than 220 demonstration centers which have some elements of the differentiated concept in operation."[3]

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[1] Prospectus (for the Year of the Non-Conference). Washington, D. C.: National Commission on Teacher Education and Professional Standards, NEA, 1966. P. 1.

[2] "A Position Statement on the Concept of Differentiated Staffing." Washington, D. C.: National Commission on Teacher Education and Professional Standards, NEA, May 11, 1969. P. 6.

Where Is Differentiated Staffing Being Implemented?

The original model was developed by Dwight Allen, dean of the University of Massachusetts School of Education, formerly of Stanford University, and presented to the California State Board of Education in 1966. The plan was first introduced in Temple City, California, with the aid of a $42,000 grant from the Kettering Foundation. In Florida, the 1968 legislation requested that the state department of education undertake a feasibility study of several organizational models. Pilot projects are being set up in eight Florida counties. Several states (e.g., Wisconsin and Massachusetts) appear to be moving toward implementing this concept through changes in state certification regulations. Local districts, as many as 200, are reported to have some aspects of differentiated staffing.

Temple City Model

The model of differentiated staffing proposed in Figure 1 presents an overview of teachers responsibilities in one discipline—social sciences.[4] Three basic areas of additional responsibilities are part of the staff differentiation design. They are (a) instructional management, which features an advanced teacher as a learning engineer; (b) curriculum construction, which adds to a teacher's responsibilities, emerging curricular theory, and design by discipline structure; and (c) advanced skills in the practical application of research for the improvement of instruction. Positions beyond the staff teacher level relate to specific disciplines. At the primary school level, these positions may be augmented by the introduction of subject skill specialists.

Figure 1
ROLE RESPONSIBILITIES IN A DIFFERENTIATED TEACHING STAFF

Teaching Role	Responsibility	Functions	Example(s)
Master Teacher NONTENURE 30-40% Classroom Teaching	District-wide; subject area responsibilities, K-12	Classroom teaching; application of research to curriculum design by subject discipline and structure.	Development of experimental-research design of social studies units utilizing "post-holing" approach to solving contemporary social science problems at junior high school level.
Senior Teacher NONTENURE 50-60% Classroom Teaching	School responsibilities, K-6, 7-9, 10-12	Classroom teaching; application of new methodologies, learning and teaching strategies; media applications.	Concomitant development of experimental teaching strategies and tactics with new social studies "post-holing" units in pilot situations; evaluation; in-service with staff; revision; development of resource banks for new units.
Staff Teacher TENURE 100% Classroom Teaching	Grade responsibilities, K-6, 7-9, 10-12	Classroom teaching; individualized instruction; large/small group presentations, tutorial sessions.	Adaptation, adoption, evaluation of new social science units with suggestions made after extensive pupil monitoring in various instructional settings and modes for alternative strategies.
Associate Teacher TENURE 100% Classroom Teaching	Grade responsibilities, K-6, 7-9, 10-12	Beginning teacher. Classroom teaching; team-teaching partner; large group instruction assistance.	Implementation of new social science units with variations appropriate to teaching team strategies and assignment; evaluation of units regarding relevancy and content validity.

Entry points to the profession are expanded from a single point (staff teacher) to multiple points (any of the positions described in the hierarchy). Contractual periods vary with the degree and complexity of instructional responsibilities. For example, the senior teacher is employed for 11 months, the master teacher for 12, and the staff and associate teachers for 10. This arrangement, coupled with daily schedule flexibility, can take advantage of the fact that many housewives in the community who have been teachers and still possess credentials can work part time in some capacity in the school. Many qualified teachers can be drawn back into the profession. These same people now are rendered impotent to the educational organization because of its lack of flexibility in utilizing teacher time and its lack of role flexibility. In addition, the creation of the teacher hierarchy permits excellent teaching to function at all levels. The housewife-teacher is not forced to work a longer year and she does not hinder the career teacher from professional advancement in the organization. One is not penalized at the expense of the other.

Advantages and Weaknesses

Strengths of the differentiated staffing concept:

- Provision for the cooperative alliance among colleges, schools, and the community.
- Career ladders for paraprofessionals, particularly those from low-income families who work in low-income areas.
- Higher salaries commensurate with performance and responsibility. Automatic promotion regardless of competence is eliminated.
- Wiser use of teacher talents. Less successful teachers might be used more effectively if they did not have to perform the full range of traditional teacher tasks.
- Evaluation by colleagues.[5]

Potential pitfalls:

- Divisiveness among teaching personnel.
- Problem of role clarification—the difficulty of identifying and ranking responsibilities.
- Increased costs without ostensible improvement in the product.
- Embodiment of the philosophy and weakness of merit pay.
- Establishment of a "new elite."[6]

However, the real danger in considering the implementation of a differentiated teaching staff is that ". . .it may be seen as an end rather than as a means. Viewed as an end, it could be completely irrelevant to improvement in student learning even though it may produce desired changes in the teaching profession. Viewed as an end, we may simply refine the status quo. More productively, it should be seen as a means toward greater utilization of educational resources. It may provide a breath of fresh air for American education. To have tried it and failed may in itself be a new dawn for the teaching profession. Not to have tried it at all may be to have failed at professionalism."[7]

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[3] Bhaerman, R.D. "Needed: A Conceptual Framework for Collective Bargaining in Education." AFT-QuEST Paper No. 9, 1969.

[4] English, Fenwick W. "Et Tu, Educator, Differentiated Staffing? Rationale and Model for a Differentiated Teaching Staff." TEPS Write-in Papers on Flexible Staffing Patterns No. 4, 1969.

[5] Bhaerman, R.D. "A Study Outline on Differentiated Staffing." AFT-QuEST REPORT No. 2, 1969.

[6] From the American Teacher. Washington, D. C.: American Federation of Teachers/AFL-CIO. May 1969.

[7] English, op cit.

NEW MODELS
OF TEACHER

Roy A. Edelfelt

The concept of "The Teacher and His Staff" and the prospects for major changes in teaching under the Education Professions Development Act (PL90-35) make a possible dream of the notions which were central to the concepts of "The Real World of the Beginning Teacher" and "Remaking the World of the Career Teacher." Although all old business in the improvement of teacher education and professional standards is far from complete, it is time to increase our attention to the more pervasive business of remaking the teaching profession. One way to begin is to try to analyze aspects of our culture which are relevant to education, predict developments, and anticipate the sort of education needed to serve our people now and in the future.

Even the wisest analysts and prophets are uncertain and wary when they try to interpret social developments and forecast directions which education might take. Making predictions about the teaching profession will be even more precarious, but it is necessary for some educators, however small a group, to get started. The purpose of this paper is to help them do so, to invite bold, creative, and critical discussion and thought. It will illustrate one kind of analysis which might be worthwhile and suggest the changes for education and teachers which seem to be implied in the analysis. The final section will pose questions which seem appropriate if action is to follow talk.

The Need for a New Education

Educators operate on tacit and habitual assumptions about schools, learners, and society. Many such assumptions are no longer valid and some need new interpretation, but they still dominate educational thought and action, thus perpetuating outmoded ways of doing things which can be diametric contradictions of known facts.

Educators must engage in a vigorous dialogue to identify and examine their assumptions about schools, learners, and society and develop new understandings about what schools and teachers should be. Following are illustrations of the kinds of assumptions which might be challenged and some related ideas which could lead to very different conclusions about education.

1. A twofold assumption is that the purposes of education are to pass on accumulated knowledge and conventional wisdom and train the young in certain selected skills, and that the responsibility for such education rests primarily with the school. People assume that educators know what should be taught and

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that teaching it will result in learning, and that the most important learning takes place in school. The assumption is no longer valid. The purposes and sources of education are much broader than they used to be.

Education designed to pass on the heritage of man from one generation to another may have been valid in times past when conditions of living were fairly similar for successive generations. But it is no longer appropriate in a time when conditions change so rapidly. The teacher cannot merely remember what life was like when he was in school and assume that youngsters now are having similar experiences. Childhood and adolescence as it is today is something none of us has experienced. We need to find new ways to identify with the problems, thoughts, and feelings kids have. And youngsters today learn so much outside of school that formal education no longer can claim credit for the major part of learning. There is an urgent need, therefore, for educators to devote more time to helping students learn how to learn, to conduct inquiry, to study independently, to make choices and decisions, to know themselves and others, to use technology, to live with change, and to become agents of change.

2. A second assumption now invalid is that a free society develops with little or no planning. When the United States was a young, rapidly growing country, haphazard development may have been inevitable, but in a well-developed society with an ever-increasing population, it would be chaotic to depend merely on the desires of individual or group enterprise, whether in business, education, industry, or social development. A balance between planning and evolution is needed, a balance which provides more planning than we have had in the past and the flexibility necessary for creative evolution.

3. Another questionable assumption is that our societal organization has become static, that having progressed from an agrarian to an industrial, technical, and business society, we have reached the ultimate organization.

Support for a static or ultimate system of political, economic, or social organization is often fostered by appeals to patriotism or nationalism and to muster opinion against other isms, primarily communism and fascism.

A profession devoted to scholarship and objectivity in a society committed to democracy and rational thought can hardly permit acceptance of notions which crystalize system and organization prematurely. We must continually employ new knowledge for the welfare of people. We have now the technical, business, and industrial know-how to support a more humanistic society. Today's emphasis on producing goods and services, making more money, building better machines, need not persist. Developing better people, building better systems of living, making life more fulfilling and rewarding could become the primary goals.

4. Still another outmoded assumption is that puritanic mores and traditional modes of human behavior remain eternally valid and should continue to be perpetuated without much examination. Children are asked to abide by rules of behavior which are often not based on reason. Too many of these rules are advocated because they are the proper or traditional thing to do. More viable standards would derive from an examined, rational, pragmatic approach to human

behavior. Rules should be based on reason and humaneness and be able to withstand continuous testing against current interpretations of values and recognized examples of effective behavior. This should not suggest a sentimental, permissive approach or coddling the young, but permitting them a broader encounter with real problems and consequences of life at the student stage of development. It means providing opportunities for youngsters to shape the rules and standards they live by. It means recognizing that the sociology of groups--that is, the roles parents, children, teen-agers, teachers, and others play--has changed and is changing. Standards of behavior, relationships, and responsibilities of all parties in the pre-adult's world seem constantly to be shifting. To avoid chaos and confusion there must be some attempt in each subgroup to agree, at least tentatively, on guidelines and understandings of acceptable behavior, but they cannot be crystalized. The balance between no rules at all and overly rigid standards is difficult to achieve, but in this time of continuous change, it is essential.

5. There is an old assumption that subcultures within our society can be categorized into urban-suburban-rural or upper class-middle class-lower class, and that the people who live in these communities or groups have unique characteristics and distinctly different problems. An obvious need is a more cosmopolitan, national, and world concept of society. We live on a planet where communications are instantaneous, where people know a lot about each other, and where there is a great interdependence of people. What the individual does, whether he lives on a farm or in the city, at home or in a distant land, may directly affect other people who live miles or nations away.

Although we live in a stratified society there is a tendency to overgeneralize about categories of people in terms of education, cultural sophistication, wealth, color, religious convictions, and political ideologies and to judge them by what they have and who they know rather than what they are. The willingness to overgeneralize and to support a closed system is inconsistent with American ideals and stifles progress. If pronouncements about freedom and equality are to have meaning, we need to promote a more heterogenous, open society where an individual is judged on how adequately he fulfills his own potential and what he contributes to his fellowman, not on what position he has or what degrees he holds or what color he is.

6. Another out-of-date assumption is that careers develop along planned, predictable lines. Too often it is assumed that a person begins work in a particular field and stays in that field, that progress in a career is linear and follows a known sequence. Most careers today are not predictable; the trend is for them to be less so. A career, even life itself, must now be viewed as a flexible developmental sequence in which a person may start out with particular goals but move easily into many careers, some seemingly unrelated. This will be possible because the intelligent, well-educated man is able to learn what he needs to know, within limitations, about a new job. It will occur because some jobs are so new that formal preparation programs have not yet been developed for them. The first people in a new career must find their own way. The self-prepared will become much more commonplace, both because of rapidly developing new fields and because of the adaptability of people in a high society.

7. The traditional assumption that people are largely immobile and provincial no longer holds. People may be provincial, but at least part of their provincialism is superficial, such as allegiance to sectionalism (Californians or New Englanders) or snobbishness as a part of an in group. Ours is a national society. Much of life is national in scope. Mass media makes information widely available. Almost every community has its cosmopolitans. And people are certainly not immobile. The trend is clearly toward more mobility and sophistication. People will be (or should be) citizens of the nation and the world, even the universe. They must also relate to and take responsibility in the local community. The questions of "Where do I belong?" and "To whom do I have responsibility?" need new answers in a highly migratory society in which few people belong to only one community. Old patterns of earning or seeking status, acceptance, and power within communities are changing, especially in new communities. The ramifications of great mobility, shallow roots, and the problems of adequate cosmopolitanism are interrelated. Though his vision is wide and his ability to travel is great, man must still have an effective relationship with and a recognized responsibility for his fellowman. What this can mean for the highly civilized American nomad is far from known.

8. Another outdated assumption is that hard physical work is righteous and good; that to be really virtuous, work must be tough and distasteful; that work is easily discernable from play. Within this concept people are paid for the amount and quality of goods produced. New concepts of work will not necessarily equate production to compensation but may recognize accomplishments of other kinds. The person who must experience hard work or feel guilty will need reorientation. More than education of the current sort will be needed. Many attitudes about work have deep psychological and religious underpinnings. Changes in attitude will need to be developed through a pragmatic kind of thinking about accomplishments being assessed in a variety of ways. For example, it must be legitimate to regard reading a book or going to a concert as work. Such activity may be as important and require as much effort as any other kind of activity. A broad concept of work must recognize people developing in a fuller "culture." In early America most of the people were largely un"cultured" in the sense of being conversant and sophisticated in the arts, music, literature, and philosophy. Americans are changing. There is now the prospect of a mass "culture," hitherto undreamed of, where most people live a full life, creating as well as consuming.

9. Another traditional notion is that procreation is by intention or accident, that people bear children because they want children or feel a responsibility to perpetuate the species, or that people have children by mistake. The world is becoming so heavily populated that more rational thinking about procreation seems inevitable. It also seems sure that choices in love and marriage have been based for too long on Hollywood-created myths about romance. The population explosion makes it timely to explore and consider the welfare of prospective people, to consider the possible use of science and medicine both in seeking suitable marriage partners and in producing the best offspring. Sex drives should not determine who and how many are born. Intelligence and morally acceptable behavior must become more related. When decisions such as these can be made, the individual and common good as well as civil and religious codes of behavior must be considered. Marriage partnerships and births should not occur by happenstance or accident or shotgun.

10. Still another time-honored notion is that childhood and adolescence is preparation for adulthood and magically at age 18 or 21 a person becomes an adult. One basis for this is religious doctrine; another is tradition based on false assumptions about the human babe and child. When a child is regarded as "by nature sinful and unclean," adults see to it that he is carefully indoctrinated and molded so that basic instincts can be overcome. When children "should be seen but not heard," there is usually little understanding of childhood or adult selfishness for peace from children.

It is now clear that life is a long period of gradual development, that the human being is influenced strongly by his environment, and that innate abilities exclude values and attitudes. It is also clear that if initial development does not take place, much of what a young child should learn during his early years cannot be compensated for or developed later.

11. A final assumption for this paper which needs to be changed is the notion that essentially the same schooling is appropriate for both boys and girls. Teachers and parents recognize the differences in boys and girls, yet nothing much has been done in school programs to provide for or capitalize on these differences. Recently the pressure to impose specific cultural roles on boys and girls seem greater. Boys typically are expected to be more aggressive, independent, and nonconforming, to dissent and question. Girls are expected to be submissive, dependent, and conforming, to please and support teachers and other adults. Boys are more often discipline problems than girls. Attitudes about masculinity and femininity influence interest and performance in school to the point that some subjects are actually seen as feminine or masculine. Girls on the average make better academic grades in junior and senior high school than boys, yet boys score as well as girls on achievement and IQ tests and more boys than girls go to college.

The need is acute to give special attention to imposed cultural roles and adult systems of control. An example of the alienation of both boys and girls is the hippie movement, which stems from overcontrol and the inability of adults to communicate with the young, and vice versa. If preadulthood is to be a desirable, respected period of life during which growth and development are fostered, encouraged, and tolerated, changes are in order in school programs and in approaches to instruction.

These assumptions, although not comprehensive, serve to illustrate some of the kind of thinking which is needed to bring about a new sort of education. It is not always possible to draw implications directly, but the identification of outmoded assumptions provides background for thinking about new concepts of education and possible new models of teacher and teaching.

A New Education

A new concept of education will go well beyond the school. Education under school auspices and in other community agencies will provide greater scope, more facilities and resources, and more reality in learning. It will capitalize on all of the agencies and people who contribute to learning and education. The existing emphasis on abstract concepts and vicarious experience will be enlarged, because some youngsters have insufficient experience to deal with abstractions and most youngsters need more contact with real things and real people. The new school will have work-study programs to enable students to gain practical experience to which abstract and concrete study and thinking can be related. Study and work for short or extended periods will be arranged out of the classroom and out of the school. Many community, business, industrial, governmental, and other agencies will serve as supplementary learning centers. Youngsters' study programs will be individually designed, based on continuous and careful diagnosis of individual intellectual, psychological, physical, social, and esthetic growth, and work will add essential responsibility and provide status for them. Being a student will be recognized as a youngster's work. Education will offer as much or as little planned control of the school environment as necessary. The question of what and by whom controls will be exerted may present some thorny problems, but it also provides part of the basis for deciding on the purposes of education and the new roles of teachers.

The new education will include careful, continuous diagnosis of what a student knows, what he thinks he wants to know, how he learns, what he wants to learn, what he is able and motivated to learn. It will include counseling about alternatives in learning, recognition of various levels of learning, and examination of the degree to which learning has transfer value, is generalized or synthesized.

A new concept of education will help the learner develop an understanding of what learning is, how it takes place for him, how and why it can be or is exciting or dull, challenging or boring, rewarding or a waste of time.

The new education will explore and recognize conditions and attitudes which influence learning. Learning will be based on theories far beyond the simplicity of conditioned-response psychology. The new education will be concerned with how people feel about themselves and how they feel about others, and the influence of such feelings on how and what they learn. It will be concerned much more with the effects of physical and mental health on learning and will be seen as oriented to helping people live more effective, productive lives, not merely directed at getting a better job or social position. It will stress individual assessment based on what a person can do. It will provide for internal evaluation but will also use external assessment as cues to what has happened to an individual. One of the focuses will be helping the individual organize his own existential world.

The subcultures of childhood and adolescent life will be used as part of the substance for learning. Study and learning in human relations, interaction, and growth will use the real problems and situations of living (as students). Both real and simulated situations will be employed to apply knowledge and skills from all phases of learning.

Evaluation of student progress will be primarily in terms of behavioral goals. This will include not only the assessment of students' intellectual ability--ability to analyze, understand, interpret, and use what has been learned--but assessment of their performance as members of the school society.

In many areas of learning, particularly where performance goals can be identified specifically, such as in mathematics, typing, spelling, etc., requirements will be in terms of achievement rather than time. For example, the student will no longer be required to take two semesters of geometry or four years of English; he will study only as long as it takes him to demonstrate that he has achieved the specified goals.

Flexibility in all subjects and areas of study will eliminate the school schedule as we now know it. School will not begin and close at the same time for all students. In fact, on some days some students may not even "attend" school in the present sense. Schools, libraries, museums, art galleries, and other locations for study will collaborate by pooling resources to fit the students' learning goals.

Eventually, as the above sources of information and knowledge become readily accessible and as terminals for computer-assisted instruction and computer-stored information become available, the problems of access to data will largely disappear.

The new school will provide all types of materials for learning, including extensive collections of supplementary materials and primary sources which will be available on microfilm, microfiche, and other forms of computer-storing.

Teaching groups will be organized so that both instructional and subject matter experts can be available to make judgments about selecting content and approach in teaching. A variety of non-educators--psychologists, sociologists, social workers, artists, musicians, philosophers, political scientists, and other consultants--will be available on a temporary or part-time basis to work in schools and to help teachers analyze and make judgments about the appropriateness of curriculum and instruction. The selection of learning goals will include much more than deciding what, why, and how to teach. Much more emphasis will be given to creating the conditions under which learning can be fostered through individual study.

These ideas about the school in a new concept of education are far from comprehensive, but they do give some idea about the kinds of people needed to staff schools and about what the multitude of jobs in teaching might be like.

New Kinds of Teachers and New Concepts of Teaching as a Career

Educators in the future will perform a variety of tasks, some of which exist in schools today and many which will be newly defined as teacher roles are differentiated. Roles will be identified and classified in terms of degrees of difficulty, responsibility, and needed artistry and in terms of background of the people who assume specific kinds of tasks. Role identification and assignment will be supported by a thorough, sensitive guidance program for the professional development of educators. There will be specially trained staff for teacher evaluation, analysis, and guidance.

The term *teacher* will describe only some of the people who work with youngsters in learning. The concept of "classroom teacher" will refer to only one of the many kinds of teachers. The notion that teaching takes place in a room designated as a classroom with a specified number of youngsters will no longer provide a valid definition of the teacher. Teachers will perform in many roles which may not take place in classrooms as we have known them.

No teacher will be expected to be competent in all situations or with every child. Assignment of teachers and students will be made carefully and purposefully and assessed constantly. Reassignment will be possible at any point in the year.

The teacher of the future will be much more responsible for diagnosing learning problems, developing curricula, creating effective procedures, masterminding the production and selection of materials and media, and contributing to the professional development of himself and his colleagues. The teaching profession of the future will emphasize attracting people "who like to teach." The teacher will be a facilitator of learning, one who is fascinated with helping to dream up ways of learning and thinking, one who is sensitive enough to know when to let the student learn for himself, one who is intrigued by the young, the less mature, or the less sophisticated. Teaching will emphasize artistry and employ a rational science of pedagogy.

Teachers will be assisted by a variety of aides, specialists, laymen, students, and machines. Students will be utilized to teach other students, recognizing that there is learning value in teaching.

Teaching will provide many career, temporary, and part-time positions, including advanced standing as a teacher. It will have many possible patterns, some of which permit teachers to attain seniority, appropriate compensation, and prestige in teaching itself; it will not be unusual for a person to earn promotion without moving into administration and supervision. It will be usual for career teachers to earn up to three and one half times as much as beginning teachers.

Teachers and other educators will have variety in assignment. Roles will be designed to maintain freshness of viewpoint. The educator who teaches will always be considered a learner. Assignment will be designed to provide sufficient variety so that overconfidence, boredom, and rigid routine in a subject or situation are avoided.

Deliberate efforts will be made to keep teachers from becoming routinized, static, dull, defeated, or stale. Some such measures will be taken within the school system and some will be provided from outside of education. There will be exchange position for all teachers. There will be foreign, government, and industrial assignments which teachers will take every three or four years for at least a year's time. There will be social work and other opportunities for teachers to become immersed in society so that they can avoid becoming shortsighted and complacent. It will be nearly impossible for them to become staid, rigid, or bogged down in a rut.

The career or senior teacher in the future will be expected to be more than the teacher of today. He will be a student of society, of human development and social history. He will be well informed in psychology, sociology, and social and political sciences. He will be a dilettante philosopher, scientist, social critic, world traveler, and politician. In none of these areas will he be similar to the people who devote their full energies and scholarship to a special discipline, but he will nevertheless not be unsophisticated. He will be a practitioner--one who depends on scholars, who communicates with scholars, who must interpret into action relevant data from these sources.

The teacher of the future will have a high level of academic freedom and will recognize what a profession is, what his role and his rights and responsibilities are, for himself and his colleagues.

Questions About Action

To realize a possible dream for remaking the teaching profession and developing a new, superior quality of education, a great deal must be changed in the present scheme of things. A number of new models have been developed (see "References") and additional models will be developed as "The Teacher and His Staff" concept is expanded. New models of teacher education will be created and implemented under U. S. Office of Education funding in the next two years. The following questions are designed to elicit discussion and action in remaking education and the teaching profession:

1. What additional analysis of present circumstances in society needs to be undertaken to anticipate needed developments in education?
2. What key people in education and teacher education should be involved in initial attempts to analyze, anticipate, and predict?
3. How can scholars and social critics be involved to the best advantage?
4. How can new ideas best be shared within the profession and with the public?
5. What steps can be taken to translate ideas into action?
6. What changes in teacher education are needed to prepare teachers to work in schools where staff roles are differentiated?
7. What changes need to be made in certification requirements, salary schedules, tenure practices, student-teacher ratios, local and state financial support, and other traditional procedures to encourage new concepts of education and new thinking about teacher roles?
8. How can the provisions of federal legislation, particularly the Education Professions Development Act, be capitalized?
9. What changes in position and emphasis are needed by professional associations?
10. What can teachers do through local associations? Through other vehicles?

At stake is the future of American education. To dream a possible dream is no small task. To make dreams a reality is a monumental one.

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A POSITION STATEMENT ON THE CONCEPT OF DIFFERENTIATED STAFFING

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The NEA National Commission on Teacher Education and Professional Standards (NCTEPS) believes that the differentiated staffing concept is a promising idea worthy of development and testing and that it should receive the opportunity of an objective trial.

This position is consistent with the Commission's established posture of encouraging and supporting a broad range of experimentation with new ideas in preservice and continuing educational and professional development in the teaching profession. The major purposes of the NCTEPS include the generation of ideas, the development of models for try-out, and the support of evaluation leading to policy recommendations.

Illustrative of the range of its activities in promoting experimentation

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Source: Issued May 11, 1969, by the National Commission on Teacher Education and Professional Standards. National Education Association of the United States, 1201 - 16th Street, N.W., Washington, D.C. 20036 are such areas as student teaching, the induction of new teachers, and school-university cooperation in programs of teacher education.

Arriving at a Definition

There is no precise definition for the term *differentiated staffing.* A tentative definition for present purposes might be as follows: a plan for recruitment, preparation, induction, and continuing education of staff personnel for the schools that would bring a much broader range of manpower to education than is now available. Such arrangements might facilitate individual professional development to prepare for increased expertise and responsibility as teachers, which would lead to increased satisfaction, status, and material reward. (See Discussion Paragraph I, p. 6.)

Encouraging Experimentation

The differentiated staff idea is yet to be fully developed in experimental design. Only a few models have been proposed and most of these are not complete. And no plans have been implemented long enough for reliable generalizations to be made about any operational aspect of the differentiated staffing concept. Development of the idea will also require increased attention to defining specific teaching tasks, to identifying relevant curriculum content, to appropriate materials and technology, and to time allocation and flexibility.

Therefore, the National Commission on Teacher Education and Professional Standards encourages and proposes to support:

1. The development of a wide variety of model plans for differentiation of school staffs.

2. The full partnership of teachers, and especially local education associations, in developing designs and carrying on experimentation, evaluation, and (if determined appropriate) full implementation. Tests and try-outs and dissemination should involve only those professionals who are willing to try, with alternative opportunities for those who choose to opt out.
3. Well-planned and controlled try-outs of models in a limited number of school settings.
4. Rigorous evaluation of experiments, employing a variety of appropriate criteria--evaluation that is carefully controlled and periodically conducted over several years. (See Discussion Paragraph II, p. 6.)
5. The dissemination of information about models, experimentation, and objective interpretation of the findings from evaluation.
6. The development of means for implementing or adapting whatever successful techniques result.

A Rationale for Change in School Staffing Patterns

Individualization of programs for pupils based on their needs, interests, and talents has become a number-one priority in American education. Almost no one, in or out of the profession, denies the value of concern for individual differences. It is becoming patently clear that to accomplish this important task, those who are responsible for individualizing programs for pupils require the opportunity to develop their own individual interests and talents. If individualized learning for pupils is to be achieved to its fullest, teachers can no longer be expected to be jacks-of-all-trades.

The education profession has not achieved career patterns on a par with other senior professions. The lack of career pattern and holding power in education is illustrated by the high percentage of trained teachers who never teach, the considerable number who pass through the profession on the way to motherhood or other careers, and the acceptance of the situation that advancement, prestige, and high material reward come only through promotion out of the classroom. Differentiated staffing promises to increase the range of career patterns available to those engaged in the education profession. (See Discussion Paragraph III, p. 7.)

Fuller cooperation of school districts and universities in programs of teacher education is acknowledged as essential by both institutions. Through differentiation on the basis of a career ladder, induction to the profession might become more natural and gradual, moving back and forth from college campus to school district, theory and practice might be more realistically related, and continuing career-long education and reeducation might be built in from the beginning. Experiments with differentiated staffing might thus result in more practical programs for educating teachers.

Teachers are increasingly coming to recognize that their roles as generalists are unmanageable. Witness an elementary teacher teaching remedial reading, safety, sex education, science, music, geography. Even at the secondary level, a social studies teacher might be expected to be equally conversant with political geography, economics, and history. (See Discussion Paragraph IV, p. 7.)

The curriculum development function of classroom teachers needs to be expanded. In small teams where several areas of expertise are

present, teachers could interrelate intensively and directly in curriculum building that would more fully develop the interrelationship of the subject matter areas.

Teachers have for too long been involved in tasks that diminish their professional stature and time and deplete their energies for interacting directly and intensively with pupils, **for example, child-accounting, test-scoring, fund-collecting, hall-monitoring, typing, mimeographing, and the like. (See Discussion Paragraph IV, p. 7.)**

The evaluation of teaching is fragmentary and superficial, and where operative, it has frequently been a threatening activity, imposed from without. **An arrangement for closely supervised induction by senior teachers and for intensive team cooperation could place the evaluation process more directly in the hands of teachers themselves and result in greater emphasis on self-evaluation.**

* * *

All these circumstances, and others, lead the NCTEPS to reflect that present roles of teachers and other personnel require further refinement and differentiation. New roles need to be created and new types of personnel recruited and trained to occupy the needed roles. The Commission is impressed that such role differentiation, refinement, and redefinition are common in other professions, for example, the draftsman in architecture, the junior partner and the law clerk in the legal profession, the intern and resident (and more recently the associate) in medicine, the chemical analyst in science.

DISCUSSION PARAGRAPHS

I. Definition

The definition implies that under a differentiated staffing arrangement education personnel would be selected, educated, and deployed in ways that would make optimum use of interests, abilities, and commitments and afford them greater autonomy in determining their own professional development.

A differentiated staff would include teachers and a variety of special service personnel, subject matter specialists, administrators, student teachers, interns, persons from other professions, craftsmen, volunteers, and several categories of paraprofessionals and teacher aides. Within the classroom-teaching ranks, some professionals might serve as leaders, responsible for induction of new teachers, coordination of teams of associates and assistants, and the general management of the learning setting. Others might function mainly as diagnosticians of learning difficulties, constructors of individualized programs for pupils, developers of interpersonal attitudes and behaviors, and the like.

Status and financial reward would be based on the complexity and intensity of the task the teacher chose to prepare for and assume. The traditional merit pay issue would be avoided in that teachers would be paid *differently* for assuming *different* responsibilities, as compared to being paid differently because they were judged to be performing *similar* tasks at *different* levels of quality.

II. Evaluation

The Commission is firm in the belief that research and development designs should be planned carefully over a long enough period and with the full involvement of those to be affected.

Publicity, promotion, and broad dissemination based on flimsy data and premature judgments by those with loyalties to specific projects should be avoided. Nor are plans likely to serve the profession well that will result in the reduction of numbers of staff responsible for the education of pupils or that will cut costs. The use of teacher aides in the schools, now approaching rapid diffusion, may have been set back for a decade or more because such cautions were not exercised.

The kinds of evaluation employed should be determined by the objectives of individual experiments, be based on local conditions, and be worked out through full involvement of those to be evaluated. Evaluation plans should be built in as experimental models are designed, not tacked on as an afterthought or put together after the project is under way.

III. Career Patterns

For the classroom teacher who seeks promotion and greater prestige there is almost no place to go but out of teaching -- to administration, supervision, research. Great numbers of teachers might be prevented from becoming dropouts from the teaching ranks if they were provided opportunities for greater professional satisfaction and recognition. This might be accomplished through their inducting new teachers, coordinating the teaching acts of teams of colleagues, diagnosing and prescribing for learning difficulties, and the like.

In addition, new exploratory, developmental, and trasitional careers might be provided for disadvantaged youth, housewives, retirees, and others through differentiation. Not only would this provide much needed new careers for several segments of the society; it would also broaden the range of human resources for the schools and make available new manpower pools to contribute toward alleviating present shortages.

IV. The Generalist Teacher

The knowledge explosion alone has made it virtually impossible for the teacher to be highly conversant with several subject fields. This is not to argue against professional educators' receiving a broad liberal arts education. It is rather that teaching fields have become proliferated and highly complex, and for performing the teaching act, it becomes important that teachers have the opportunity to develop their greatest interests and highest talents in a fewer rather than a greater number of areas. Nor should this necessarily result in greater departmentalization and fractionalization of content and process. As teachers perfect their collaborative effort they might find themselves leading in some activities, working as peers in others, and assisting or following in yet others. Such arrangements might make it possible for teachers to learn much more from their colleagues than under present patterns of operation.

V. Centrality of Functions

All functions performed in the learning situation have their value; otherwise, they have no reason for being. But some, important as they are to assuring optimum learning conditions, are less central than others. Highly professional teachers require and deserve to spend the greatest proportion of their time performing those tasks requiring the greatest expertise and for which they are particularly qualified. Not only should a range of specializations and levels of preparation within the teaching ranks be explored, but a variety of technical, clerical, and support services from other professions and from technology and crafts need to be developed.

* * *

A PROCESS APPROACH TO MODEL DEVELOPMENT

Planned change in education requires that a more concentrated effort be devoted to the process approach of considering alternatives gained through (1) the assessment of educational needs, (2) the analysis of educational system performance, and (3) the determination of priorities for accomplishing instruction and instructional support programs. Therefore, circumstances dictate that new approaches must be based upon an orderly and systematic rationale for educational improvement.

One area of planned change that has received considerable attention over the past year focuses on more effective utilization of school personnel. Traditional rigidity of school personnel organization and utilization has provided limited alternatives for quality instruction. For some, the solution to this dilemma lies in the development and implementation of the concept of differentiated staffing, an idea that purports to offer improvement of instruction by maximizing attention to individuals; providing flexibility in use of time and facilities; exposing students to the particular strengths of each teacher; and paying salaries commensurate with responsibilities and levels of instructional tasks performed. Since the inception of this idea a number of staffing models have been proposed and several pilot models have been implemented, however, very few are considered "revolutionary" plans.

Dimensional vs. Process Approach

Fenwick English has classivied the differentiated staffing models, some of which are only in the theoretical stages and some which are actually tried, into four broad categories--learning models, teaching models, curricular models, and organizational paradigms. In reality all the models being developed eventually touch all four of the major dimensional focal points. The emphasis in each is not

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Source: This report was prepared by Marshall L. Frinks in cooperation with University of Massachusetts, School of Education, Center for Leadership in Educational Administration. August 1970.

the same, however. Mr. English uses his taxamony to sort out the various models so that the reader can visualize the many different kinds of assumptions made by the developers as well as distinguish between models developed along the "dimensional" lines in contrast to "process" variations.

In the distinction Mr. English points out that the dimensional approach relies heavily upon experiences of the developer in shaping new staffing patterns as opposed to the process approach that concerns itself with the organizational climate in which inter-relationships are formed and reformed to maintain its environmental equilibrium. The process approach represents a systematic, orderly approach that takes into consideration the self-renewing aspect of the educational organization, whereas the dimensional approach, referred to by some practitioners as the structural or "arm-chair" approach, emphasizes empirical characteristics with little regard for interaction within the parameters of organizational climate and control system. The intent of this distinction is not one of value, but to identify for the reader that two approaches have been considered in model development.

Proponents of the structural or dimensional approach may argue in favor of this approach based upon what has not been accomplished in education, whereas supporters of the process approach will emphasize what should be done. The process approach undoubtedly takes more time, because a process is a means rather than the end that historically results from the structural approach. The ordering of events, systematic feedback and simultaneous initiation of activities will do much to reduce the time factor.

Guidelines for Flexible Staffing

Regardless of the approach adopted, school systems that are contemplating the development of a variable staffing model would do well to consider the following elements:

A. Levels of instructional responsibility which would identify and respond to specific performance objectives for instructional personnel

B. Compensation for services which would be commensurate with levels of instructional and organizational responsibilities. This does not necessarily eliminate the single base salary schedule.

C. Instructional programs which would reflect the individual needs of students.

D. Time flexibility facilitated by flexible scheduling which would result in better application of instructional options.

E. Instructional support systems which would provide both human (auxiliary) and non-human (media and materials) resources.

F. Instructional personnel involvement in the decision-making process when relevant to their instructional responsibilities.

G. Flexible use of physical facilities which would allow for necessary variations in instructional programs.

The above-listed elements could serve as initial, and perhaps minimum, operational guidelines for establishing and flexible staff utilization plan. For application of these guidelines specific sources of information should be considered.

Pre-Planning Activities

Although these elements are projected as minimum operational guidelines, caution should be used in implementing these variables prior to adequate consultation and proper inservice training for those involved in the implementation.

The self-analyzing activities will vary according to the nature of the administrative or educational unit, but in general they are important for any educational agency to take into account in establishing an orderly planned change based on a clearly designated purpose. The self-analyzing activities have been identified in five major areas:

--- 1. Establishment of goals. A clear-cut statement of philosophy that reflects educational goals is certainly a necessary area of consideration. Flexible staff utilization must fit into the total context of one's overall plans. These plans must reflect specific objectives. Differentiated staffing implies reassessment of the total system, thus it cannot be accomplished in isolation.

As Florida moves toward reviewing education, preparing a more sophisticated accreditation program stated in behavioral terms, and considering more efficient total staff utilization in both instructional and administrative areas, we are finding that emotional "shoot from the hip judgement" is just not getting the job done. In the past we have been to general -- not specific enough in our objectives in spelling out the performance goals for the educational system, and thus the taxpayers who are paying the educational bills have not really understood what we are trying to do in education.

---2. Commitment. A commitment to a sound planning practice must be made by all parties concerned. This is also a must as a pre-planning activity in setting priorities. Without this commitment from the responsible authorities, planning could result in an academic exercise.

---3. **Involvement.** It is essential that all people related to the area of concern be actually involved to assure a climate of understanding and trust.

---4. Responsibility. The delegation of responsibility is imperative. Second guessing can be deadly in the planning process. One must have confidence in people, otherwise assignments cannot be made and carried out. One finds this element present whenever imaginative leadership is identified.

---5. Allocation of resources. It is necessary to determine the availability of both human and financial resources that can be utilized in a total planning effort. This analysis area is direction-setting in nature and will reflect priorities that have been established by the system. However, regardless of the nature of how it fits into the system, it should not be "a catch as catch can" type of operation or assignment. This also applies to funding. If one is going to make the commitment to planning for educational change, it should be a key item in the budget for the school year.

These five pre-planning activities focus on the here and now and should illustrate existing capabilities for developing a framework for formulating long-range plans, whether in differentiated staffing or in other areas. The real challenge to responsible educators is to do less reacting to planned change and to do a more thorough job of projecting plans for needed change.

In considering the concept of differentiated staffing as an alternative to current staffing patterns, it is important that the necessary time and training be provided to assure a minimum degree of success. Too often a void exists between planning and implementation. The program may be ready, but with reference to attitudinal change, the people may not be.

It might be well to mention here two of the most basic problems that have been encountered by many innovative educational systems in testing and implementing new programs:

- ---the difficulty in changing attitudes of educational personnel regarding the organizational structure, the teaching-learning processes, and the basic assumptions about the goals of public education.
- ---the lack of training and retraining in the many diverse skills necessary to develop and implement the new variety of organizational patterns, processes, and program objectives which will emerge during the early stages of new programs.

Dr. Jack Rand of the Temple City Unified School District, California, has stated repeatedly that "a lot of difficult adjustments are still to be made in education, and in accepting this reality the only thing that we can be sure of in the future is change." If the need for change is real, the underlying principles for change should be clearly stated.

One of the basic rules to which we are committed is involvement of appropriate people. This commitment is based on the fact that the concept of differentiated staffing cannot be people proofed. It is increasingly apparent that any strategy for accomplishing change in staffing patterns must reflect a better understanding on the part of the people involved and the total conditions of the system that is to be changed.

The crux of the differentiated staffing concept, regardless of the elements in any proposed staff pattern, is a fundamental change in the way we perceive the professional teacher, his designated responsibilities, his image, and his status within the educational structure. Differentiated staffing, then, is a concept which would significantly alter the role of the student, the teacher, the supervisor and the administrator in the traditional organizational structure of public education. To many this is viewed as a threat, but to a growing number it is viewed as a means to exciting alternatives for quality education.

Changing the Organizational Structure

Reviews of current operational models as well as a number of the position papers available provide re-enforcing indications that the creation of a differentiated teaching staff is not practical without an accompanying change in the organizational structure. It is one thing to create new roles; it is quite another to obtain the organizational flexibility necessary to make the new roles effective.

With this in mind, the differentiated staffing concept in the context of flexible staff utilization is viewed as an innovative process in itself; however, for the purpose of determining better patterns of staff utilization on a performance basis, it must also be defined in broad terms as a facilitator of other innovations or as a framework for planned change. The defining of a flexible staff organization in any school system should be clearly related to the instructional program and be based upon three major considerations:

---assessed needs of students, teachers and the community
---involvement of all personnel
---established educational goals

These three considerations are very much a part of an orderly, systematic process approach to developing new models of flexible staff utilization. The concept of differentiated staffing as perceived by some authorities is viewed as a process and not a product. It is a means and not an end. To differentiate is the means, with the product being the flexible staffing pattern that results from the process strategy.

Considerable study has resulted in the development of an "operational level" flow diagram which identifies four general components for consideration in the process approach to the development of flexible staffing models. The components are identified as follows:

--- Problem validation
--- Education system design - performance criteria
--- Requirements for valid systematic change
--- Implementation and feedback

The proposed systematic approach takes into account many factors that should be reviewed as operational models are developed at district or building levels. It is intended that this approach be utilized as an input-output closed-loop system, one that will provide the existence of self-correcting mechanism so that feedback data can be provided to allow modifications to meet the requirements previously specified in the performance criteria.

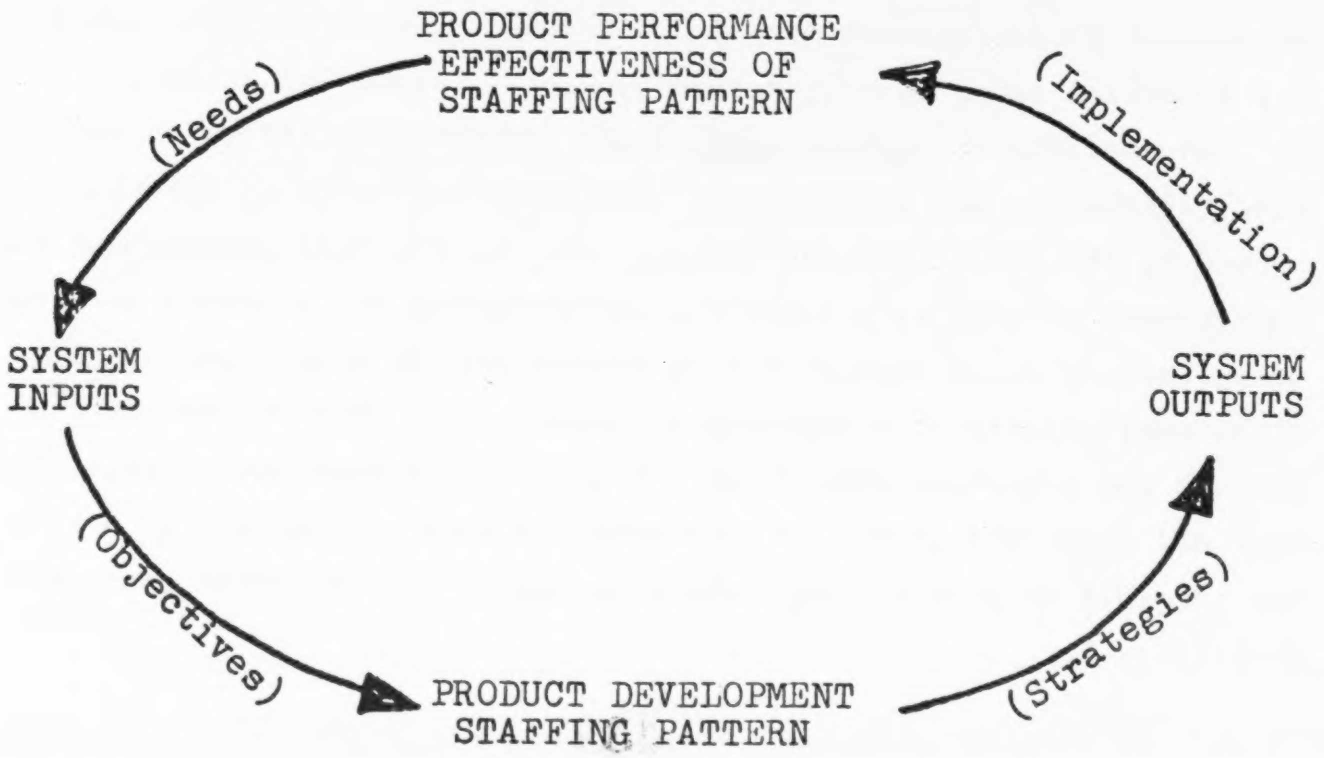
Donald Miller[2] indicates that a general closed-loop pattern of system-environment relationships can be specified to exist between an educational system and the environment it serves. Miller says that "the educational system depends upon the environment for certain inputs; name-ly, resources, energy and information. Once received, these inputs must be managed and converted in order that the education system can effectively and efficiently develop the services and products (system outputs) specified in school board policy decisions. The outputs of product development are delivered to the environment in the fulfillment of performance requirements specified in policy decisions. The environment then determines the effectiveness of performance by judging the worth of the outputs (quality and quantity) using value-based criteria or relevance.

This closed-loop pattern of education system-environment relationship is, therefore, a pattern of value relationships. The culturally-based values used to determine the performance effectiveness of the staffing patterns (outputs) are also basic to the policy decision and performance requirements which define the educational system's performance. Local school boards in most cases serve as the organizational control agency of society by adjusting educational performance to changing environmental requirements, evolving goals and local needs. The role of the district school boards in the education system serves to close the loop and complete the cycle.

It is intended that the closed-loop principle (Figure 1) be used in developing differentiated staffing models via the process approach that will specify what is required (needs); what is to be accomplished (objectives); who will accomplish it (strategies); how well it was accomplished (performance); and the provision for the human element within the organizational climate.

Figure 1

CLOSED-LOOP PATTERN OF
EDUCATION SYSTEM - ENVIRONMENT RESLATIONSHIPS



The proposed systematic "process" approach to the development of staffing models includes many forms of analysis. Briefly, the important steps necessary for the successful approach to model development are problem analysis, functional analysis and task analysis. These analyses represent the major portion of the processes by which we can identify and document those program functions and teaching tasks which must be performed in order to insure some degree of success of the instructional program objectives, thus improving the effectiveness of the instructional program.

The process approach to design and development offers a logical framework and the orderly use of sequential steps for staffing models. Figures 2, 3, 4, and 5, introduce this framework and describe suggested steps that may be used in the development of flexible staffing models. The four figures coincide with the four components outlined earlier.

PROBLEM VALIDATION: Needs, Analysis, and Assessment

Since it is conceded that a flexible staffing model should evolve from an instructional program, it is natural to first begin developing that program. A rather commonly accepted principle of curriculum development is that any program design should be based on the identified needs of the people the program serves. The component shown in Figure 2 illustrates two areas suggested for consideration in Problem Validation. One area illustrates that needs might be classified according to student needs, teacher needs, and community needs with the community dimension being loosely defined as local, state and national.

As analysis of student needs might include such things as abilities, attitudes, and aspirations. The socio-economics of the children served by the school provide insight into the cultural experiences and backgrounds as well as a basis for understanding the students involved. Other factors could undoubtedly be identified. No doubt some of this data, particularly of a demographic nature, will soon be available through the statewide ESEA Title III needs assessment activities. The over all objective should be to acquire as much information as possible in order to gain a clear understanding of the students' needs and abilities.

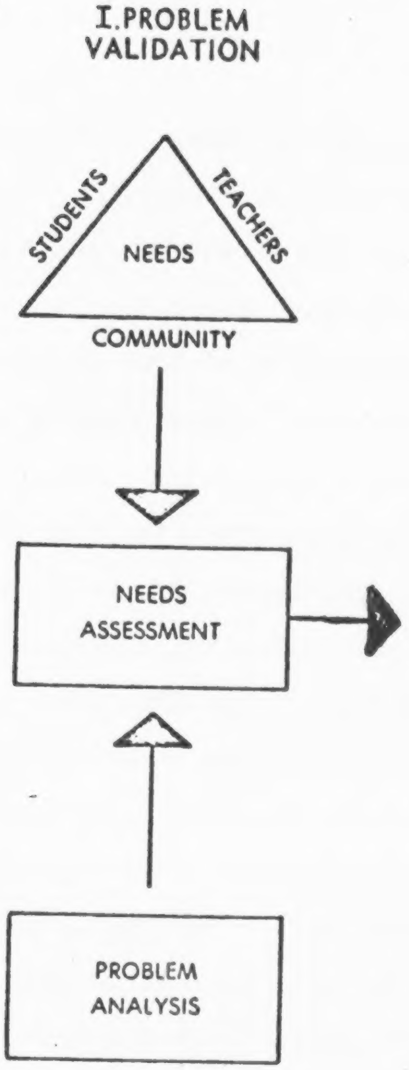


Figure 2

Prior to obtaining these data, those persons responsible for the interpretations of the information should explore the various methods of synthesis and select those most appropriate.

The needs of teachers and others to be involved in the instructional process should be analyzed. To obtain information concerning instructional personnel needs a principal may ask those involved several open ended questions, i.e., "What do you need most to improve the teaching-learning process within your area of responsibility?" It is very likely that teachers will find themselves operating quite differently in a flexible staffing model. This leads the writer to believe that there will probably be new institutional expectations to contend with by many of the individual personalities who have already developed set values and habits as a result of the present system of operation. The strenghts, weaknesses, attitudes and aspirations of these people must be assessed and considered. Strategies for an assessment of this nature should be discussed with authorities on the subject. The Department of Educational Research in the nearest university would be a good starting point for these discussions.

The community needs and expectations must be a part of the early assessment. Such factors as community norms, legal requirements, employment opportunities and needs should be included in this phase. One method that a principal might use to accomplish this phase could be to solicit the assistance of the local teachers' association to conduct a telephone survey. By asking a set of predetermined questions it is entirely possible that community needs and expectations could quickly and inexpensively be compiled.

Perhaps even an assessment of societal trends should be considered, as educational programs which will help to prepare students to function in a changing society are designed.

The second area identifies needs based on valid problem analysis. Many recent developments in education have to often resulted from arbitrary decisions and have not been based on the needs of students, teachers, or the community. Through a comprehensive problem identification and analysis we can determine the type of educational system needed. This is ordinarily undertaken by devising a scheme to assess the unmet needs of the school as well as the unmet needs of the individuals and teachers in the school. The identification of unmet needs conversely validates an educational systems problem. The performance of a simple match-mismatch of unmet needs and existing programs should provide a way to narrow the focus of solutions by educational means. As these data are gathered they must then be pulled together through problem analysis so that decisions can be made about instructional programs.

While the need may be briefly defined as "an urgent requirement of something essential or desirable that is lacking," there are other suitable definitions. In this report, a need is defined as "a discrepancy between what is and what is desired."

The entire process begins when the need is sensed or conceived. The principal must constantly be alert and sensitive to ideas, concerns, and expressions of need. (A subsequent Information Report or training module will focus specifically on problem identification and the assessment of needs.)

The conclusion and priorities which evolve from this analysis lead us then to a point where we can ask the question, "What general areas of curriculum experiences must be provided to meet the needs we have identified? What subjects, or units, and in what sequence, if any?"

PERFORMANCE CRITERIA

Steps should now be considered for defining appropriate performance objectives for students. (Figure 3)

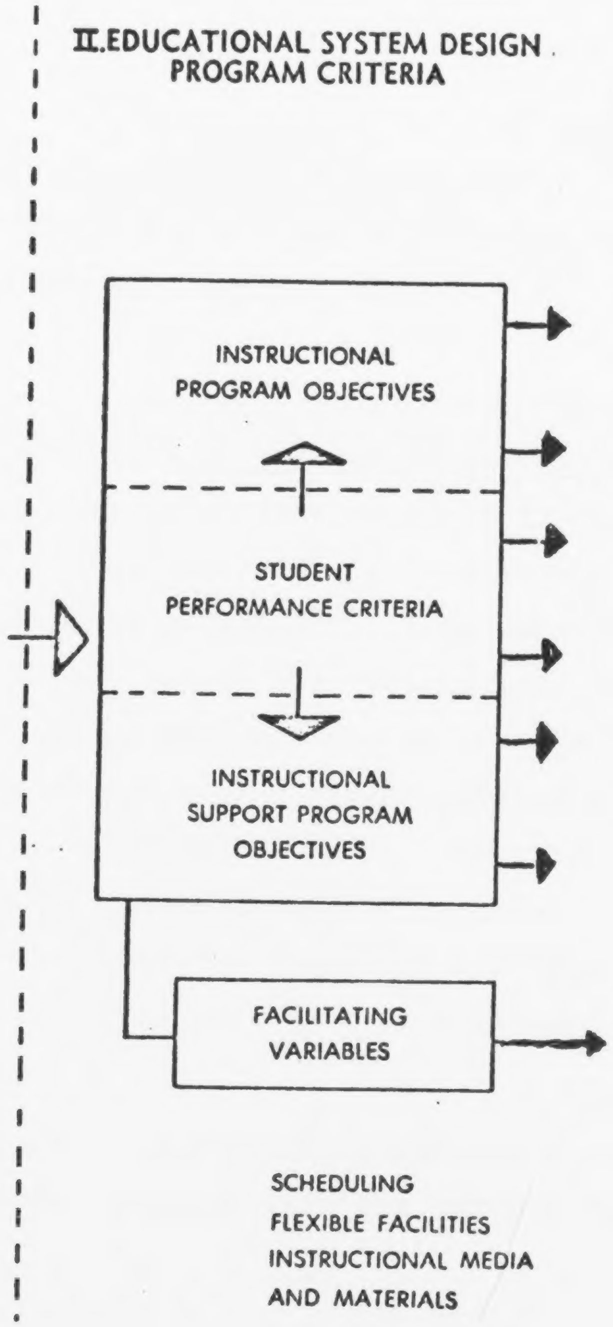

II.EDUCATIONAL SYSTEM DESIGN
PROGRAM CRITERIA
INSTRUCTIONAL PROGRAM OBJECTIVES
STUDENT PERFORMANCE CRITERIA
INSTRUCTIONAL SUPPORT PROGRAM OBJECTIVES
FACILITATING VARIABLES
SCHEDULING
FLEXIBLE FACILITIES
INSTRUCTIONAL MEDIA AND MATERIALS

Figure 3

The student performance criteria or objectives must be the basis for the development of not only the instructional program or learning tasks, but also the instructional support program. Once these two programs have been identified, the facilitating variables, e.g., scheduling, materials, and equipment should be considered.*

REQUIREMENTS FOR SYSTEMATIC CHANGE

After the program objectives and facilitating variables have been clearly established, it is then possible to begin talking about people in the process. Who must do what? For when the instructional program is analyzed functionally, we can then determine what jobs must be done to accomplish the instructional objectives.

1. Functional Analysis

Bela Banathy[3] writes that, "the input data for functions analysis is the information gained from the identification and characterization of learning tasks. The purpose of functions analysis is to identify everything that has to be done by the system in order to facilitate the attainment of the specified learning tasks."

Performing a functional analysis will enable the developer to identify a higher order of instructional activities in a systematic and logical manner. The product of the functional analysis is the total array of functions and sub-functions down to the lowest level of instructional relevancy. The results will be the WHAT'S that must be accomplished, consistent with the student performance criteria. The functions must be in the order in which they are to be performed and also show the relationships with other functions in order to facilitate the attainment of the specified teaching tasks. The questions of "done by whom" or "by what" are purposely avoided at this point until it has been established exactly what functions have to be carried out.

2. Task Analysis

After functions have been identified, further analysis derives units of performance which are called tasks. Tasks are elements of a function when performed by instructional personnel in a logical sequence will fulfill the related function or activity. For each function required to be performed in an instructional program there are associated teaching tasks which must be completed.

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*(It should be noted at this point that even though the designing of an instructional program may be considered the pivot point for developing staffing models, it is of utmost importance that the reader not take the formulation of instructional objectives too lightly. A careful reading of Bela H. Banathy's book, Instructional Systems, will furnish the developer with a solid foundation in systematic development of instructional programs. Dr. Banathy pays special attention to the analysis and characteristics of learning tasks. Its use as a source cannot be under-rated.)

When the task analysis has been provided, then the teaching performance criteria to be accomplished must be determined in order that the function from which they are derived may be achieved successfully. Teaching tasks or activities must be performed by people, equipment, or people-equipment combinations. Specific information relative to the performance of teaching tasks will provide a criteria for its completion. Once the specific teaching tasks, as illustrated in Figure 4, have been identified in relationship to the learning tasks, the differential analysis can be applied for the kinds of jobs they represent and degree of difficulty they pose for the instructional personnel.

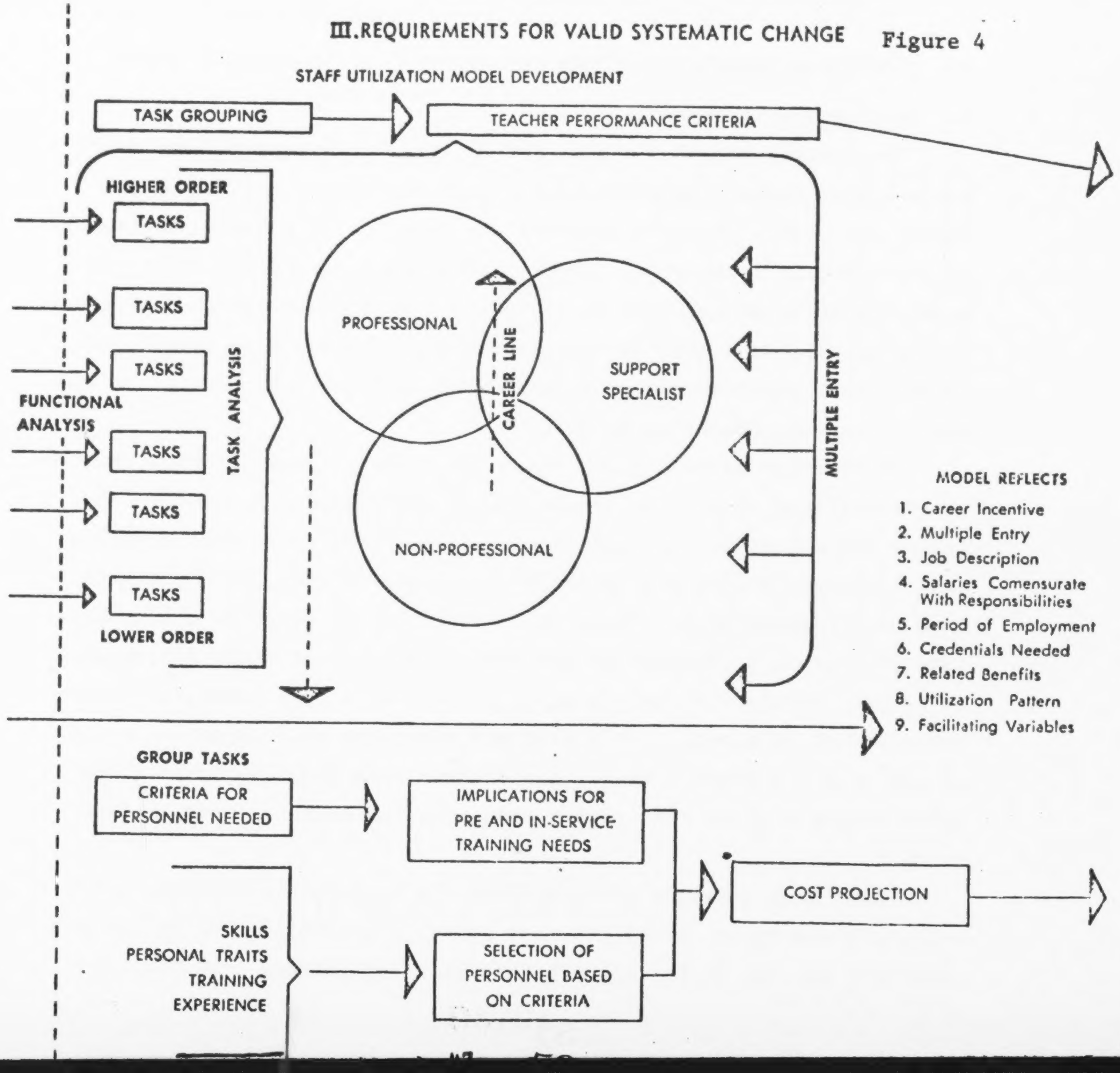

III.REQUIREMENTS FOR VALID SYSTEMATIC CHANGE
STAFF UTILIZATION MODEL DEVELOPMENT
TASK GROUPING
TEACHER PERFORMANCE CRITERIA
HIGHER ORDER
TASKS
TASKS
TASKS
FUNCTIONAL ANALYSIS
TASKS
TASKS
TASKS
LOWER ORDER
TASK ANALYSIS
PROFESSIONAL
CAREER LINE
SUPPORT SPECIALIST
NON-PROFESSIONAL
MULTIPLE ENTRY
MODEL REFLECTS
1. Career Incentive
2. Multiple Entry
3. Job Description
4. Salaries Comensurate With Responsibilities
5. Period of Employment
6. Credentials Needed
7. Related Benefits
8. Utilization Pattern
9. Facilitating Variables
GROUP TASKS
CRITERIA FOR PERSONNEL NEEDED
IMPLICATIONS FOR PRE AND IN-SERVICE TRAINING NEEDS
COST PROJECTION
SKILLS
PERSONAL TRAITS
TRAINING
EXPERIENCE
SELECTION OF PERSONNEL BASED ON CRITERIA

Figure 4

It is the appropriate grouping of the identified tasks or jobs, followed by an ordering of these groups into higher and lower order of organizational responsibility, that will result in the "laying-out" of the needed staff utilization pattern. The results would be a staffing model.

The grouping of these tasks also results in implications for (1) establishment of a criteria for personnel needs, (2) selection and recruitment procedures for personnel based on the criteria, (3) redefination of pre-service and inservice training programs, and (4) determination of learning materials needed.

Once these tasks are grouped and placed in a higher order arrangement, it is possible to consider other factors which relate to a particular grouping of tasks such as the skills, personal traits, training, and experience required by those who are to perform criteria tasks.

3. Performance Assessment

The development of a system for performance assessment and performance-based teacher education begins with the identification of the skills and knowledge which teachers are expected to possess as related to the learning structures. These skills are first validated--i.e., demonstrated to be relevant to the goals teachers are expected to attain in the schools--and then are translated into teacher education objectives. Such objectives may be applicable to either pre-service or inservice teacher education or both.

Performance based teacher education becomes a reality when programs are established to provide teachers with the specific knowledge and skills identified in the teacher education objectives. Such programs must include specific procedures for determining when the objectives have been accomplished. These procedures must be based on the evaluation of a product produced by the teacher trainee or a process engaged in by the trainee. A product might consist of a test score, an observable effect on a pupil, or a concrete item such as a report or a piece of art work. A process evaluation focuses upon the behavioral steps taken during a given time rather than upon the content topic or final product.

When these analyses are completed, it is possible to compare the skills, credentials, abilities, and personal motivations of existing personnel who are to fit into the new staffing pattern in order to determine inservice needs. As deficiencies are identified through the comparison, inservice programs designed to strengthen the deficiencies identified can be dealt with more effectively.

Furthermore, the job descriptions which have been developed to include rather specific criteria of teacher performance, as well as the skills, traits, training and experiences, make processing for screening applicants for the various positions in the staff utilization mode more efficient.

4. Cost Analysis

Throughout the process presented in this model, cost-analysis for the various activities should be calculated and recorded. This information should then be compiled so that adequate cost projections for initial implementation may be determined and committed, as indicated earlier in the pre-planning considerations. The Florida Educational Research and Development Program has set out to deal constructively with the issues of educational expectation and cost. One such program is outlined in Program B--"Developing A System for Determining Cost of Various Approaches for Using Educational Resources." The main purpose of this system is to supply cost data that could serve as an information base for decision-making. The developers of new programs within the State of Florida are encouraged to become familiar with this new program.

IMPLEMENTATION

The fourth component, illustrated in Figure 5, is Implementation. The stating of tasks in specific job classification or description for employment purposes will provide the formal identification of the teaching performance criteria that will establish a valid base for teacher performance evaluation. The evaluation of teaching performances based on designated tasks and coupled with the actual cost of the program provides an opportunity to assess the cost/effectiveness of the instructional program. Dealing with these areas is of utmost importance in re-examining the organizational structure of our educational system.

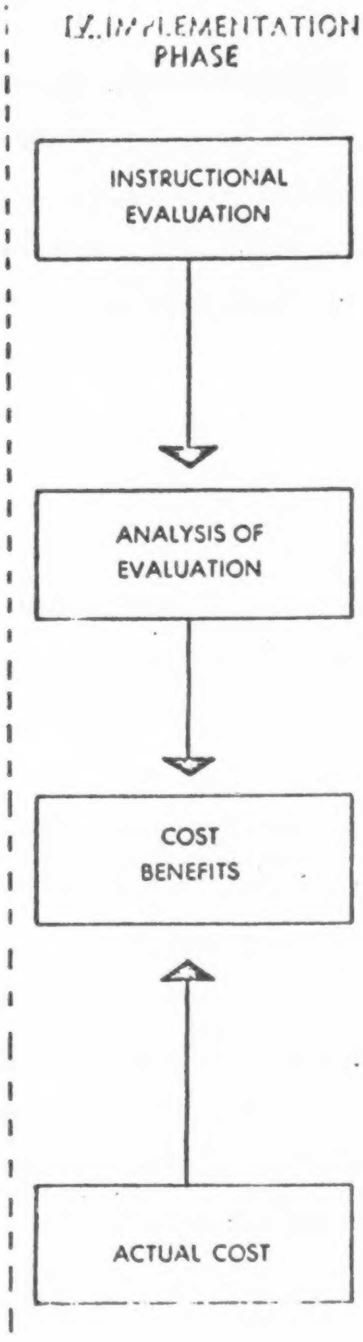

IV. IMPLEMENTATION PHASE
INSTRUCTIONAL EVALUATION
ANALYSIS OF EVALUATION
COST BENEFITS
ACTUAL COST

Figure 5

In the application of the redefined staffing pattern, the developers must maintain a point of reference or continuous feedback of the performances, both students and teachers, so that adequate adjustments can be made within the instructional system when needed. The closed-loop aspect of the described process approach, with the self-correcting mechanism built in, is one of the most important features of this approach. In other words, the ability to re-assess our needs and to provide periodic feedback for adjustments in staffing patterns, both during the course of events and ultimately as the loop is closed, is important in maximizing our educational efforts now and in the future. Planned change, in an orderly and productive manner, requires that the educational leadership acquire the ability within the organizational framework to reassess the needs of the total program and to adjust priorities when needed, as well as to specify division of labor, and allocate responsibility and authority.

Ultimately, the newly defined staffing pattern must be tested. In this writer's opinion, the success or failure will hinge on the thoroughness of the steps completed with each of the described components, as well as the initial level of commitment reached in the preplanning considerations.

In summation, Figure 6 illustrates steps to be considered as you move through the flow of events that are described in the four major components of the process approach to developing a model of flexible staff utilization. Selected references have been suggested for the developers to consider in dealing with the four components. The steps that follow are by their nature very general and are not intended to be complete or all inclusive:

Step 1. An educational needs assessment should be made. Students, parents, community members, educational personnel and professional associations should contribute to this assessment. An analysis of problems and then a match/mismatch with the current program will result in a needs assessment or the identification of needs.

Step 2. Define and list appropriate performance objectives for the students within the school. This should be done as objectively as possible and based on identified needs; however, in the affective domain, subjectivity and first approximations should be considered. The results of this step will be a student performance criteria.

Step 3. Define instructional and instructional support program objectives in terms of the instructional organization and modes necessary to facilitate Step 2. This step includes preliminary consideration of facilitating variables, i.e., materials, scheduling, and facilities.

Step 4. Through function and task analyses, define the skills, competencies and training needed to support and implement Step 3. The results should be the identification of a higher and lower order of jobs to be done in the instructional organization.

Step 5. Write job (work) descriptions in performance terms which satisfy the responsibility levels defined in Step 4. A combination of Step 4 and 5 should result in a teacher performance criteria.

Step 6. Employ or train personnel in conjunction with cooperating agencies to fill positions defined in Step 5. This may require waiver of certification requirements, a review of recruitment procedures within a given district, or other local and state considerations.

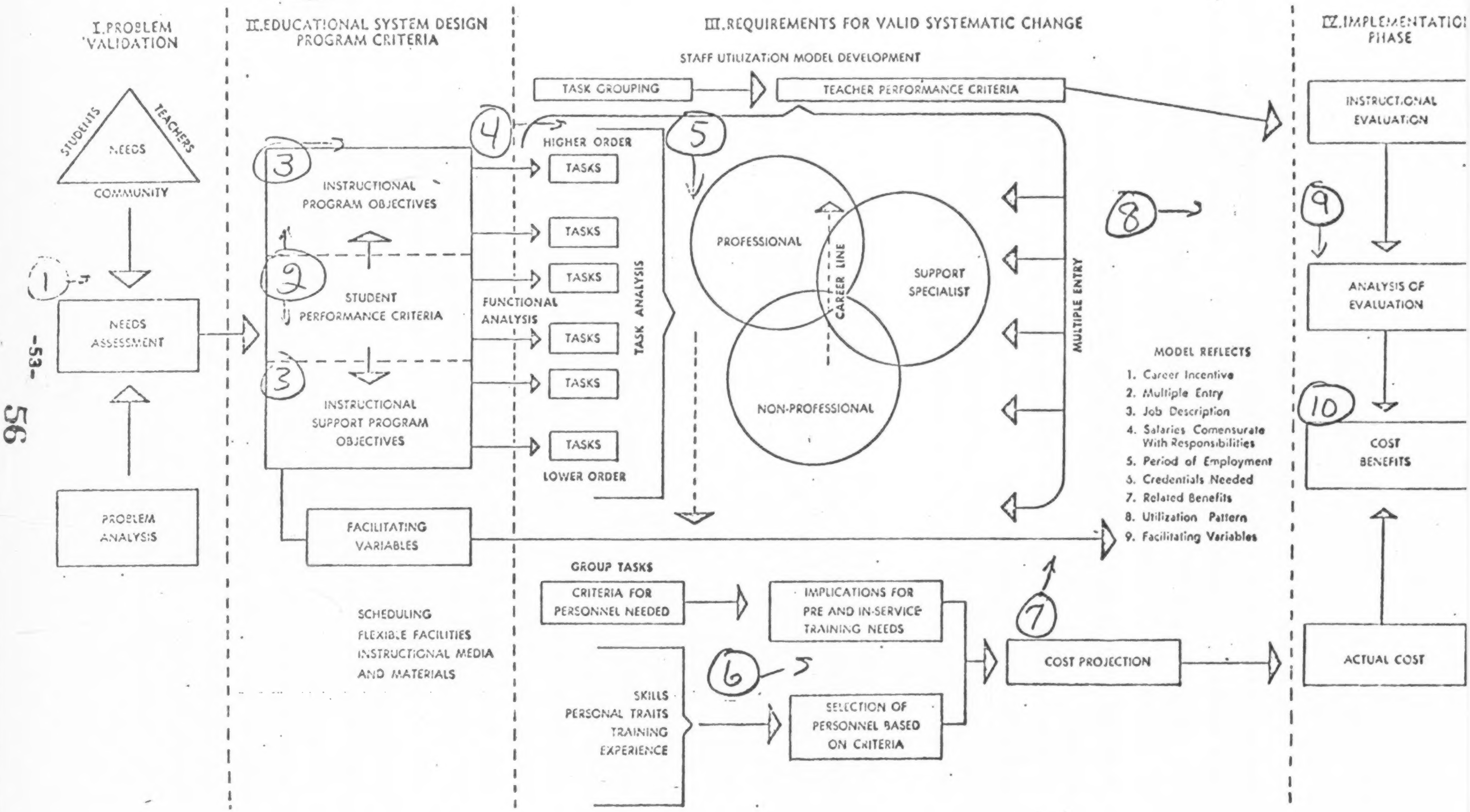
Step 7. Prepare a cost projection based on identified staffing models. The cost definition used should be consistent with the prototype study currently being conducted.

Step 8. Use the personnel defined and hired (or in training) to staff identified pilot school(s).

Step 9. Evaluate complete analysis of data, and re-cycle according to needs.

Step 10. Compare evaluation data with actual cost. Results should be, recognizing various constraints, a cost/effectiveness comparison.

FLORIDA NETWORK . . . OPERATIONAL LEVEL . . . PROCESS CHART FOR MODEL DEVELOPMENT


I. PROBLEM VALIDATION
STUDENTS
TEACHERS
NEEDS
COMMUNITY
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NEEDS ASSESSMENT
PROBLEM ANALYSIS
II. EDUCATIONAL SYSTEM DESIGN PROGRAM CRITERIA
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4. Salaries Comensurate With Responsibilities
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6. Credentials Needed
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IV. IMPLEMENTATIO
PHASE
INSTRUCTIONAL EVALUATION
9
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10
COST BENEFITS
ACTUAL COST

Conclusion

The intent of this paper has been to identify and descirbe the various elements in a "process" approach to the development of a flexible staff utilization pattern. The crucial question that confronts the reader is one of adaptation. Does this approach fit the needs of the school or school system that you serve? Will the adoption of this approach hold potential for the achievement of your system's goals?

An optium position for beginning would be to initiate the process model from the start, however, one must not neglect the fact that current school operations must continue to operate. On-going functions of the schools which require a certain level of administrative maintenance must go on. On the other hand, who else but teachers and administrators are more capable of identifying and analyzing their own problems in an orderly, systematic manner?

The transition from the traditional approach to the process approach will take time, but during that time adjustments and improvements can be made.

To get things started after the need has been accepted, principals may initiate creative action on the part of the faculty. This can be accomplished by encouraging staff members to channel their efforts into areas that need to be developed and providing the opportunities to do so. Various activities can be organized during the school year and carried on simultaneously. Staff discussions can begin to provide feedback to a systematic analysis of problems, needs and possible solutions for considerations. Such activities as (1) making an internal assessment of successful approaches to teaching that are currently going on in your own school, (2) creatively freeing teachers to spend time in exploring new ideas being implemented in other schools within your districts, as well as around the state and nation, (3) encouraging teachers to discuss and compile an analysis of community needs, (4) exploring ways to better utilize the physical facilities within the school, and (5) identifying "hidden" human resources of the staff and the community can be starting points.

There are but a few possible activities that could be initiated to involve the staff in a creative process of problem solving. The synthesis of the information gathered will provide the evidence for considering new alternatives for fulfilling the unmet needs of the students, teachers, and community.

Already a growing number of educational leaders have begun to search for new approaches and strategies to our very old delimmas. As new attitudes and outlooks develop among decision-makers we may look forward to the disappearance of limited alternatives for quality instruction.

In a nutshell there are a few salient factors that a principal and his staff should consider prior to and during the initiation of creative action to explore new approaches to a quality education system.

CONSIDERATIONS

1. Commit yourself to staff involvement and provide adequate funds for site visitations. Teachers are an untapped resource for principals to utilize in a "team effort" to find out what and where things are happening in education today.
2. Time is a factor, however, the search for new resources, changing attitudes, and developing new strategies should not be pushed. It is more important to go about the process of change in an orderly, systematic manner. Change must be based on expressed needs and not on the impulse of one individual or group.
3. Seek assistance. Re-inventing the wheel is a costly proposition in terms of dollars and manpower. Find out what is already going on. Check with responsible and knowledgeable professionals in the department of education and in the universities. Identify a talent pool that relates to the courses of action decided upon by your staff.
4. Present alternatives. The principal as the executive leader of a school should identify and present alternative approaches in initiating courses of action.
5. Study the literature, find out what has already been accomplished or attempted in your area of concentration. Encourage teachers to become involved in a study of the literature.
6. Build a professional information center. The principal, in a cooperative effort with the local teachers' association, should make available professional journals, periodical, books, etc. An information center within each school should be the hub for the decision-making process. A center of this nature probably should have available all student records and community profile data for staff consideration. But above all else, the principal, as the executive leader, should be familiar with what is available and should assist teachers in understanding alternatives presented.

GLOSSARY

System -- The sum total of parts working independently and in interaction to achieve previously specified objectives.

Process Approach -- Preliminary steps toward the continuous development of a given procedure manifesting evidence of effectiveness and practical utility.

Educational Need -- A discrepancy or differential between "what is" and "what should be"; the ends of education rather that the means for attaining those ends.

Performance Criteria or Objective -- The exact standard by which success (or failure) of a task or mission is measured.

Instructional Support Programs -- Those supports i.e., media, materials, etc., needed to initiate instructional program.

Dimensional Approach -- Factors determined by observable characteristics that are not necessarily interrelated.

Environmental Equilibrium -- Balance between divergent influences within an organization or community.

Empirical Characteristics -- Activities or models validated by experiences or observation without regard for system or theory.

Operational Guidelines -- Specifications and steps for operating models and related activities.

Self-analyzing Activities -- A systematic attempt by an individual or a group to understand activities that will achieve desired goals.

Operational Model -- A design for producing certain aspects of events or structures that include procedures, tasks, jobs, designs, equipment, methods - means and performance criteria.

Problem Validation -- Verifying the requirements for ways or means to reduce or eliminate a need.

Input -- Material or information upon which the system operates.

Output -- The product of a system; the result or outcome of process employed by the system.

Closed-Loop System -- A system which readjusts itself continuously by means of its inherent capacity to detect directional differences. Feedback data is used to modify the system.

Functional Analysis -- The process used to determine what functions or jobs must be done to accomplish the stated objectives.

Tasks Analysis -- The process of identifying the units of performance to be accomplished in order that the function from which they are derived may be accomplished.

Facilitating Variable -- A trait or factor that is necessary or makes convenient the steps for performance.

Learning Tasks -- Specific bits of knowledge or skills which have to be mastered in order to be able to perform according to stated objectives.

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ADMINISTRATING---THE DEFFERENTIATED STAFF[1]

INTRODUCTION

In many attempts to develop differentiated staffing patterns for teachers, prevailing administrative staffing patterns usually loom ominously beyond the range of every discussion. The reluctance of most differentiated staffing studies to venture very deeply into administration may be based on the concern that differentiated staffing patterns will inevitably be perceived by administrators as a threat to existing administrative roles within the educational hierarchy. This concern is very real, since the dominant administrative view is that all administrative roles should be superimposed above all teaching roles--regardless of how junior or ineffective the administrator is in his job or how senior or effective the teacher might be in his job. Furthermore, since the rationality of such a position cannot tolerate very close scrutiny, it is not surprising that many administrators are expected to overtly or covertly resist the implementation of differentiated staffing patterns as an infringement on their "professional and/or traditional" prerogatives.

With this existing administrative dilemma in mind, it will be helpful to point out that..."school administration did not evolve as a field of practice until the latter part of the nineteenth centure, nor (did it) become a field of study until the twentieth century."[2] Previously, administrative and clerical tasks were typically handled by teachers and lay school committee members or school boards. Thus fortified with the knowledge that today's administrative superstructure has not always occupied such a prominent position of power within education, we can proceed to examine alternatives to existing teaching and administrative staffing patterns with confidence in our knowledge that administration was something that was added in response to the specifically perceived needs of the late nineteenth and early twentieth century. With these historical administrative changes in mind, this chapter will examine the need for and problems involved in the major restructuring of prevailing administrative staffing patterns based on today's educational needs for efficiently utilizing teaching and administrative personnel in areas suited to their individual and collective talents, skills, and capacities.

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[1] This paper was prepared by Arthur W. Eve, Associate Professor, and Roger H. Peck, Assistant Professor, University of Massachusetts. August, 1970.

[2] Ronald F. Campbell et. al, Introduction to Educational Administration, 3rd edition, (Boston: Allyn and Bacon, Inc., 1966) p. 76.

II. NEED FOR ADMINISTRATIVE RESTRUCTURING

One of the most significant problems facing educators today is the inefficiency with which skilled administrators and classroom teachers are utilized. Part of this ineffectiveness is based upon the prevailing misconception that educators are interchangeable entities and, therefore, equally effective in serving all the needs of all pupils. Another cause of this ineffective utilization is that some teachers and administrators spend as much as forty percent of their working day engaged in secretarial, clerical, and/or custodial tasks. Although these activities support significant functions of a school, from a fully certified "professional" standpoint they are trivial and should therefore be handled by personnel trained specifically for these tasks. In essence, the current misuse of teaching and administrative skills involved paying professional salaries for the performance of non-professional functions. What teachers and administrators do, how their talents are utilized, the personnel and technical support they receive, and the educational setting in which they work determine the quality of the educational program that is produced.

One effective approach to improving the quality of education involves a re-examination of both administrative and instructional staffing patterns. Although administration is often dealt with as a discrete entity, in practice, differentiation of teaching and administrative staffing patterns within specific school districts are inextricably intertwined and must therefore be developed simultaneously. Implicit within such an integrated (administrative-teaching) differentiated staffing pattern is the assumption that educators who view themselves as "professional" administrators may be incapable of providing the leadership required within the increasingly grim realities of today's key educational positions. In order to better understand the dilemma facing educational administrators, it will be helpful to focus briefly on the background from which many administrators emerge.

The typical school administrator is drawn from the teaching ranks into his first administrative position after several years of experience as a teacher. The prevailing administrative promotion norm, going from teaching into administration and on up the administrative career ladder, does not reward behavior or leadership style which departs dramatically from the prevalent organizational patterns. The career administrator learns very quickly that the development of a style which creates any ripples or waves which are not acceptable within the school system administrative hierarchy will negatively influence his administrative career mobility within that system. The predominant promotion norm in many school systems is based on time and credentials, with the typical administrator spending three to five years each as a teacher assistant principal, principal, curriculum supervisor, assistant superintendent and finally superintendent. The career administrator's most creative and energetic years are usually spent on the early rungs of that career ladder. Within a short time after entering into his chosen profession, the school administrator discovers that the prevailing expectations held for him by his superiors are submissiveness, patience and acceptance of the status quo.[3] The career administrator rapidly develops a future job orientation where his present position is often only important to the extent that it leads to a more advanced administrative position.

With this in mind, it does seem a bit incongruous to expect administrators as a group to exhibit the leadership characteristics necessary to drastically change an organization when their professional training and background experiences have inculcated the maintenance of a stable organization as one of the primary goals. In this sense, the educator who views himself primarily as a "professional administrator" may prove dysfunctional in a leadership role where significant organizational trauma and restructuring may be an essential prerequisite in meeting the changing and increasingly complex societal demands which are being placed on the school system organization.

An examination of preparation programs for school administrators indicates that the prevailing norm is preparation within a school of education with very little input from any other source. Since the vast majority of professors within schools of education are also limited in their backgrounds to the field of education, there is a distinct aura of inbreeding surrounding these preparation programs. Although some attempt has been made to establish interdisciplinary training programs for educational administrators, relatively few individuals with interdisciplinary backgrounds have actually become administrators within public school systems.

Educational administrators today are the powerbrokers within education, and as such, it is not surprising that they are under attack from a number of opposition groups who are aggressively attempting to obtain power for themselves. Although school boards have traditionally selected administrators and superintendents (and often have been a bit disturbed when they also obtained an administrator who attempts to function as an educational leader), it may be impossible for school boards to sit back during the next decade and be content with administrators as their executive heads. The existing and emerging power groups both within and outside the school system will increasingly seek additional power and the every increasing cycle of pressure will force school boards to search for leadership from outside the traditional sources and career patterns for administrators. Even the most effective of today's administrator preparation programs may be caught completely off balance in this quest for new types of leadership.

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[3] Of course, these are the same expectations held for teachers and there is nothing inherently sacred about drawing leadership talent from either one group or the other. See Getzels, Lipham, and Campbell, Educational Administration as a Social Process. pp. 133-149.

Concerns about the state of administrative preparation programs are not new, nor are they the exclusive domain of persons outside of those administrative preparation programs.[4] Nevertheless, the history of administrative training program development has taken a very specific course--that of following and adapting developments in other managerial fields to the field of educational administration. From the early study of scientific management, through human relations to the present emphasis on the social sciences the preparation of educational administrators has seldom broken out of its "following" role. Instead of attempting to raise educational administration to a science graduate schools of education might be more effective if they began to focus more on administration as only one small part of the leadership function. They ought to also focus more upon the type of leadership necessary to radically restructure existing school organizations rather than focusing primarily on the administrative functions necessary for the maintenance of existing organizational structure.

The real issue that needs to be examined is what kind of leadership performance should be expected of an individual who is responsible for a key position within education. Although interested persons throughout the country have begun focusing on this question, they are generally comfortable in concluding only that it is an extremely difficult and complex question. It is almost as if the question of nature reverse nurture is again emerging as an irreconcilable puzzle whenever the question of leadership characteristics emerges. Certainly, men of stature have emerged in the past (sometimes in spite of their preparation program), but the prevailing mental gymnastics and debates should not be used as an alternative for testing out interesting alternatives to existing administrative preparation programs.

Perhaps key leadership positions within a differentiated staffing pattern should be filled by educational statesmen who view themselves as amateur administrators. Both of Webster's definitions of "amateur" are appropriate to this context: (1) "One who engages in a pursuit, study, science or sport as a past-time rather than a profession," and (2) "One lacking in experience and confidence in an art or science."[5] By deliberately taking the viewpoint that an educational statesman only engages in educational administration as a past-time, and by deliberately emphasizing the leader's lack of experience and even competence in administration we may be able to refocus the major portions of an educational leader's energy into those leadership tasks which will be most effective in bringing about change in a school system. By viewing administration as a tangential and almost an incidental supplement to the real task of leadership in restructuring public schools, and by deliberately forcing leaders (whether from the ranks of teaching school administration, or elsewhere) to refocus their attention and energies as they emerge into leadership positions, a new type of educational hierarchy may emerge. Within this hierarchy, the managerial perspective would exist primarily as a support mechanism for a variety of instructional tasks within the school system.

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[4] E.g., see Francis Chase "We Look Before and After--A Perspective Educational Administration," Administrator's Notebook, Vol. XVII, No. 9, (May, 1969). And "Preparing Educational Leaders for Tomorrow's World" Trend, Vol. VI, No. 1 (Fall, 1969), entire issue.

[5] Webster's Seventh New Collegiate Dictionary, G. & C Merriam Company, (Springfield, Massachusetts), p. 27.

Another way of highlighting the difference between management and leadership functions within a differentiated staff would be to view the manager as a reactor to events which are initiated by others while the educational statesman functions in what is largely a self-initiated capacity with respect to other role functions within the school system hierarchy. It has been stated that the former types are implementers, and the latter type is an inventor, one who seeks to create a state of events and in the process of creating discovers solutions to important educational problems.[6]

III. PROBLEMS ASSOCIATED WITH DIFFERENTIATED ADMINISTRATIVE STAFFING PATTERNS

Within the broad range of teaching and administrative roles currently existing within education, administrative roles come the closest to meeting the differentiated staffing specification for teachers suggested by Dwight Allen.[7] For example, in many school districts there are distinctly different salary ranges attached to the varying administrative positions at the school building level, regional supervisory level, and central office administrative level. Additionally, the maximum salary at the top administrative level (i.e., superintendent) is often double that of the maximum salary at the lowest administrative level (i.e., assistant principal). One of the major problems associated with having administrators already differentiated within a very specific hierarchy (building level, regional level, and central office) is that the financial incentive useful in obtaining differentiated roles for teachers will not be an effective persuader in attempting to differentiate administrative roles on bases different than those which are currently in use. Administrative role differentiation is currently based upon the number of subordinates (teachers and pupils) who are the responsibility of the administrator, and it may be difficult to change the administrator from such a visible authority position to one where his role is differentiated on the basis of specific tasks and skills.

Another difficulty in instituting differentiated staffing patterns will be caused by the basic differences in the assumptions utilized by most administrators as their operating guidelines. For example, Bridges identified the four prevailing instructional leadership roles[8] for principals as those of evaluator, helper, integrator, and designer. Bridges then delineated the underlying assumptions which must be held by the administrator and the related administrative role behaviors required by each type of administrator. In all cases the underlying assumptions and the role behaviors have one thing in common--the administrator perceives himself as the upper half of a subordinate-superordinate relationship. These assumptions will inevitably come into direct conflict with differentiated staffing patterns which make available vastly extended career within the classroom where senior teachers will often function in a superordinate relationship to many administrators as well as to other teachers.

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[6] Edwin M. Bridges, "Instructional Leadership: A Concept Re-examined," The Journal of Educational Administration, Vol. V, No. 2, October, 1967, p. 146.

[7] Dwight W. Allen, "A Differentiated Staff: Putting Teaching Talent to Work," The Teacher and his Staff. Occasional Paper #1, NCTEPS, p. 8.

[8] Edwin M. Bridges, Op. cit., pp. 136-147.

The existing school structure, whereby all administrators are superimposed above all teachers, has encouraged some fairly common and somewhat tragic misuses of talent. For example, an administrator who is receiving two or three times as much as a teacher in financial remuneration may feel perfectly comfortable spending a great deal of his time performing routine clerical tasks such as keeping staff attendance records, supervising children as they board buses, or checking to make sure that students have passes in the corridors. Because they are administrators and because they perceive their roles as consisting of a variety of tasks ranging from bus supervision to curriculum development responsibilities, many educators who occupy administrative positions have come to view all of those diverse tasks as "administrative" and, therefore, justifiably superimposed above teaching. Since many administrators are more comfortable with the less intellectually demanding of their various roles, their instructional leadership tasks have often been left until last and frequently are never performed very well.

At least part of this administrative preoccupation with the educationally less significant aspects of their job is the result of an administrative public relations consciousness that seems to emanate down through the administrative ranks from the superintendent. This prevailing concern over what the public is "thinking" about, combined with the illusion of educational infallibility[9] which somehow has become one of the most frequent postures of school administrators, inevitably results in a preoccupation with the facades of education. If the facilities, the people, and the materials which go together to make up a specific school system look and act in an orderly and predictable way, this is interpreted as a sign that everything is well within the schools.

Another problem which can be anticipated along with a departure from the prevailing pattern of administrative-teacher relationships has to do with the design and implementation of in-service education. Typically, teachers are not allowed to provide leadership in areas such as in-service education; instead, resource personnel from outside the classroom (curriculum directors, administrators, college professors) are brought in to provide instruction in an atmosphere which nonverbally, but effectively, communicates the myth that teachers are incapable of educating themselves. In-service activities are held after the regular school day hours or on Saturdays in locations that are usually quite different from the classroom setting within which a teacher works. Most in-service education seems to be oriented toward reinforcing that not so subtle message that professional growth is a second-class activity, not worthy of prime time or financial remuneration. It is not surprising then that prevailing in-service education patterns and certification requirements encourage an emphasis on the accumulation of course credit units on the part of teachers rather than encouraging teachers to focus on course learning experiences which would improve their job performance.

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[9] The "illusion of educational infallibility" referred to here is the prevailing notion that failure is somehow inexcusable in the field of education. The argument goes as follows: "Since we are dealing with human lives (and young, innocent ones, at that), we cannot afford to fail in our task of education." Rather than admit that we are failing in many aspects of education, we promote the notion that the educational system is at a high point in its refinement and somehow it is the student who is dysfunctional in not fitting more effectively into the educational system.

Under a differentiated staffing arrangement, one of the most significant tasks to be performed by senior teachers might be to provide in-service education programs linked specifically to the acquisition of those skills necessary to function effectively within the various differentiated instructional roles which have been identified in a particular school district. An in-service education program which is integrated into the instructional task of the school is essential to the success of any differentiated staffing plan, and the removal of the school administrator from his fountain of knowledge position as dispenser of in-service education is a vital prerequisite to the development of such a successful in-service education program. Considering the potential erosion of the administrative power base, it will then not be surprising if many administrators view an impending change in in-service control as a major threat to their leadership position.

Evaluation procedures within a differentiated administrative staffing structure would be based on the use of performance criteria in specifying administrative functions within each differentiated role. Such performance criteria for administrators would be essentially behavioral objectives which stated the behavior expected of the administrator, under what conditions the behavior would be performed, and how that behavior would be evaluated. Although it is difficult to conceive of all existing administrative functions being explicated in behavioral terms, progress has been made in specific areas that appear[10] to be useable within the area of administration with slight modification.

The use of explicit performance criteria will undoubtedly be viewed as a significant threat to some existing administrators because of their present inability to function effectively in those administrative tasks which will probably be required for top level administrative roles under a differentiated staffing structure (e.g., the ability to function effectively within a small group setting). However, this threat to administrators and their resultant cautiousness in embracing differentiated staffing should prove to be no greater an obstacle to the achievement of differentiated staffing than will be the resistance of many teachers who are unsure of their own competencies.

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[10] E.g., Allen Ivey and his associates at the University of Massachusetts have developed and defined behavioral objectives in the area of counselor training which may be useful in designing performance criteria for administrators.

The emergence of administration as a separate "profession" within the field of education poses a problem that must be overcome in differentiating administrative roles. Although the primary emphasis in the development of educational administration into a distinct "profession within a profession" lies within a few highly selective universities, this elitest notion has encouraged the idea that somehow administrators (and especially superintendents) are a rare and especially talented group of individuals. In keeping with their self-created image as a separate profession, school administrator associations have lobbied for increasingly restrictive certification requirements for superintendents and other key administrative personnel.

What is needed is a change in attitude toward staff utilization that will enable school systems to more effectively utilize all of their personnel resources. The operational results of restrictive certification changes (such as those being suggested for superintendents) which simply require more of the same--additional degrees, additional unit hour accumulation, or additional administrative experience--will prolong existing role restrictions and ineffective personnel utilization. As more educational administrators come to think of themselves as a separate and elite profession within education, they will become increasingly reluctant to see any of their traditional job areas infringed upon by non-professional (i.e., non-administrative) personnel. Under these circumstances, it would not be surprising if some administrators began raising the same type of opposition to the concept of differentiated staffing that certain teacher organization personnel have raised regarding the introduction of paraprofessionals into the schools. Before administrators will enthusiastically embrace differentiated staffing arrangements, they must understand that the ultimate goal is not so much aimed at a further division of staff positions, but at a viable utilization of all the human resources within the educational complex, a utilization that would take into account the different talents of both administrative and teaching personnel.

The introduction of paraprofessionals within a differentiated staffing structure to fill a number of the traditional administrative role functions may also be resisted by administrators. For example, the use of part-time or full-time paraprofessionals at middle echelon area tasks within schools will necessitate a specific administrative refocus on some of the tasks which he has been unable or unwilling to perform in the past. Under such an arrangement, an executive secretary or a person with a business background might be able to function much more effectively as the manager of a school building than the present administrator who has used teaching as the route to this job, and the addition of such a position to the administrative staffing structure would force the principal to concentrate on the instructional leadership tasks within his school. The use of such managerial talent might also result in a specific principal coming out second best to a competitive teacher in his quest to become the instructional leader within a differentiated staffing structure, and this possibility should be enough to make many mediocre administrators even more rigid in their opposition to the implementation of differentiated staffing.

We have pointed out a number of potential difficulties which must be faced in the process of differentiating administrative staffing patterns. Although these problems are cited as examples and are not intended to be all-encompassing, it must be pointed out that any attempt to simply differentiate teaching roles without also involving a differentiation among administrative roles will be doomed to failure from the beginning. This failure is inevitable because of the need within differentiating staffing to eliminate the prevailing worker-manager mentality which often separates teachers from administrators. The successful differentiation of staffing patterns within education will, of necessity, involve all of the instructional, administrative, and service roles within a school system.

IV. CRITERIA FOR ADMINISTRATIVE DIFFERENTIATION

In considering the development of an integrated differentiated staffing pattern which incorporates both administrative and teaching roles, it will be helpful to examine those components which have been suggested for inclusion within differentiated staffing patterns for teachers. Dwight W. Allen has suggested that the following three conditions are necessary:

1. A minimum of three differentiated staff teaching levels, each having a different salary range,
2. A maximum salary at the top teaching category that is at least double the maximum at the lowest, and
3. Substantial direct teaching responsibility for all teachers at all salary levels, including those in the top brackets.[11]

Since the substitution of the work "administration" for "teaching" within the above listed conditions would result in a reasonably accurate description of the present ineffectual administrative hierarchy,[12] it will be necessary to develop additional criteria for the effective differentiation of administrative staffing patterns.

The first of these additional criterion addresses the need for integrating both teaching and administrative roles into the same organizational structure by focusing on the development of a comprehensive staff utilization framework which includes interrelated differentiated staffing components for teachers, administrators, and paraprofessionals. Under this arrangement, any given hierarchical level within a three level staff differentiation plan would include interrelated administrative and teaching roles specified for that level, and paraprofessional support personnel would be closely linked with each of the different levels.

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[11] Dwight W. Allen, "A Differentiated Staff: Putting Teaching Talent to Work," The Teacher and His Staff, Occasional Paper #1, NCTEPS, p. 8.

[12] See discussion of problems associated with modifying the existing administrative differentiation, Supra, pp. 3-4.

The second differentiating criterion which ought to be considered would be that the various administrative positions or roles be determined by the functions to be performed. Under this arrangement the task of coordinating curricular decisions would be clearly separated from the task of ordering and distributing curricular materials. A separation of the many existing administrative responsibilities into discrete tasks and/or functions will provide an opportunity to redefine administrative positions on the basis of a hierarchy of skills necessary to perform those functions rather than the existing hierarchy which is based primarily on the number of subordinates (teachers and students) for which an administrator is responsible.

The third criterion for administrative differentiation would be the development of an increasing emphasis on and utilization of long range planning efforts within those administrative functions which are located within the upper limits of the differentiated hierarchy. Simultaneously, an emphasis on short range implementation functions would occur at the lower end of the administrative hierarchy. These various differentiated roles would necessitate a built in vertical and horizontal interrelatedness in order to insure effective coordination of the various administrative and instructional functions.

In designing an integrated differentiated staffing pattern which involves both teaching and administrative roles, these three integrating criteria should be considered along with the three basic conditions suggested by Allen for differentiating teaching roles. Since none of the models that have been developed from these criteria have been extensively tested or refined within school systems, it is crucial at this preliminary stage in the development of the concepts of differentiated staffing patterns that alternative structures be encouraged. Of equal concern is the continuing need to gather data as to the effectiveness of these alternative models as well as provide for continual refinement as new insights are gained through actual model utilization.

This chapter has attempted to build upon the general arguments in support of differentiated staffing alternatives which are available elsewhere in the volume by (1) examining the need for administrative restructuring, (2) focusing on some of the problems which will accompany attempts to differentiate administrative staffing patterns, and (3) suggesting criteria which can be utilized in developing comprehensive differentiated staffing patterns which include redefined administrative as well as teaching roles. Although differentiated staffing patterns should not be regarded as a panacea for all of the problems of education, a carefully redesigned staffing pattern that incorporates all roles within a school system can provide an organizational framework within which the human resources within our schools can more effectively be brought to bear upon those educational problems.

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Temple City: From theory to practice

an article written exclusively for FLORIDA EDUCATION by Fenwick W. English, Project Director for the Temple City Unified School Districts.

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It was Ponce de Leon who scoured Florida for the elusive, life-preserving Fountain of Youth. One senses the same feeling of urgency and groping talking with some Florida legislators, citizens, and educators today about differentiated staffing. It is a desperate search for an educational panacea.

Superimposed upon already troubled waters, however, it is highly unlikely that differentiated staffing can bring order out of the myriad of personnel problems, the history of autocratic management and supervision, an inadequate tax base, and an acerbic and sometimes pot boiling educational stew that has wracked Florida and which resulted in the first state-wide walkout by teachers in the nation.

To balance this pessimism, there seems to be a readiness to explore new alternatives from people in many positions concerned with education. Here and there, are individuals and groups earnestly struggling to find new solutions to alleviate some of the problems. But no one answer, not even differentiated staffing, can overcome the many decades of neglect and underfinancing. They must be tackled on a multiple-front basis with megadollars for a sustained period of time. Such a course at the present time is viewed as politically suicidal.

Probably the most disturbing phenomena is that uneasy feeling one gets after talking with some Floridians about the concept. Some lay citizens and educators alike see it frankly as a kind of back door approach to merit pay. Some administrators perceive it as a strategy to divide and conquer the teacher's association, or as a threat to their cherished authority. Some legislators see it as a way to remove the political pressure from a retributive constituency, with no thought as to the long term financial implications or the potentially deleterious effects upon teachers or children if myopical-

New Oak Media center attached to the old library. This was formerly the schools workshop. Students can listen to lectures they missed during unscheduled time.

Oak Avenue Intermediate School

English Staff Teacher Don Hoff conducts small group instruction. This was a traditional classroom divided in half for this purpose.

ly mandated from Tallahassee. Some teachers, therefore, perceive it as a new vehicle for discrimination and a method of reprisal by the Boards of Education or the Legislature.

It is ludicrous to talk about differentiated staffing in the atmosphere which exists in some Florida Counties. If change comes, it is bound to be superficial and made grudgingly and later be abandoned as another program which "didn't work." The hard-line delineations between teachers and their Boards means that suspicion and mistrust are at a premium, factors indicative of a closed-climate within a school system. When the external environment is unpredictable and hostile, human energy is directed towards maintenance of the existing system internally. Differentiated staffing is primarily a method of restructuring the internal environment of education. This is the folly of attempting to mandate a radical new pattern of roles into existence. For real success, there has to be a high degree of staff involvement and staff acceptance before differentiated staffing can become a meaningful and productive reality.

Too many want to adopt a previously developed pattern and transpose the entire school system lock, stock, and barrel, not once realizing that other models rest upon certain assumptions which may be contrary to their intentions and thus malfunction in their particular local environment, or produce consequences they had not intended. Some want the model, like instant coffee, with a little sugar, not understanding that the process itself is every bit as important as the ultimate design. It is the process, the involvement of people, that makes any model work after it has been developed. Good intentions are not enough. If real change for the better is desired, there are no short cuts.

The Temple City Model

After a two-year study and planning period financed by the Charles F. Kettering Foundation, the Temple City Schools launched a model of staff differentiation at one school, Oak Avenue Intermediate School. Oak has already been examined by many Florida educators. There are 650 students in grades 7-8. The list of personnel includes one principal, one school manager, two counselors, one nurse, one master teacher, three senior teachers, 27 staff teachers, 3 associate teachers, and 14 auxiliary personnel. The school has been functioning under a differentiated teaching staff and modular-flexible scheduling since September, 1968. Since the Temple City Model has been proposed as a pattern by some Florida Counties, it would be well to review the operational assumptions on which it stands. Some time ago the district committed itself to certain basic beliefs:

1. The present model of public education is obsolete

The Temple City Model is anchored on the assumption that for the most part, the present structure of American education is obsolete. It believes that the assumptions made about learners and the nature of teaching are extremely narrow, even fallacious in some cases. The traditional approach to curriculum is totally inadequate, overbalanced in favor of subject matter with dubious value and little utility in a modern society.

2. The present educational structure is not conducive to involvement

The present educational structure is governed by an elite. Decisions about dollar priorities and programs are made by a handful of people at the top level. In addition, the organization causes many of its own personnel problems by dealing with the principal employee, the teacher, as if he were not a professional. The organization conceives of its employees as laborers, and promotes the very kinds of relationships it says it seeks to avoid—a labor/management orientation which breeds confrontation tactics.

3. The educational support system for teachers is irrelevent

The role of the general supervisor in education is a carryover from a nineteenth century educational structure. The existence of the supervisor is based upon the notion that the teacher has not the expertise to enjoy full professional rights and responsibilities. There are little, if any, reciprocal relationships between teachers and supervisors, the latter functioning more as organizational policemen for errant teachers. Teachers are rarely given the opportunity to refute evaluations of their "services." Without this

Math Staff Teacher Marion Lewis works with two students on math fundamentals. Students and teachers have 40% unscheduled time to meet with each other in small groups or on a one-to-one basis.

reciprocity, the teacher cannot be considered a professional.

4. Teacher training is a solution looking for a problem

Few universities are giving serious attention to the assumptions upon which teacher training rests. Most are still producing a generic teacher, assuming that this universal model can do an adequate job in suburbia as well as in the ghetto. There is a limited amount of research regarding teaching itself. Few preparatory institutions teach teachers anything about different teacher roles within the organization, such as providing practical experience in team teaching or working in a flexibly scheduled school managing a team of auxiliary personnel, or how to design learning packages for use by students on independent study, or varying teaching strategies in different instructional models. The new educational language is as foreign to the teaching neophyte as it is to some oldtimers; a sad testimony to schools of education producing "tomorrow's teacher" for "tomorrow's schools."

5. Differentiated staffing is a means, not an end

One does not differentiate a teaching staff just to engage in the process. Differentiated staffing is only one solution among many. It should be conceived as one means along with others which can best attain certain, prespecified educational objectives. Without specifying in advance what those objectives are, a cost-effectiveness study is meaningless. One may not be "modern" by initiating differentiated staffing, he may merely be "irrelevant." Failure to define the desired goals of education are primarily the fault of educators who hide behind the excuse that it is too "complex." In reality, we are often avoiding the accountability which should inevitably follow.

6. Flexible scheduling is a concomitant of staff differentiation

One of the two chief villains of education today is the time box which makes teachers and students virtual slaves. The administration of schools by time, and the assumption that all subjects and courses are of equal worth with students who all have the same needs, is a myth. To break the lockstop some new type of scheduling is necessary. A schedule by definition is a box. However, some permit the grouping of time modules in various combinations depending upon the needs of the learner. This is the big difference between traditional scheduling and "flexible" scheduling. Once the schedule is established, even a so-called "flexible" schedule is rather rigid. However, the latter permits a myriad of major variations. Teacher talent must likewise be similarly grouped and re-grouped in the new time modules for maximum effectiveness.

7. The self-contained classroom is a '29 Ford on a '69 Highway

The major assumption supporting the self-contained classroom is that the teacher is competent in all areas of the curriculum and with all types of children. Any student with one teacher for one year gets the biases and strengths, as well as the weaknesses of that teacher. Two teachers in a row who downgrade science, art, or physical education can leave a mark which lasts a lifetime. The assumptions of the self-contained classroom are false. What is really at stake is the security of the teacher, not the children they so often hide behind. A colleague of mine once remarked irately, "But let's really look at the needs of children." "I replied, "Let's!" If we really do, the self-contained classroom comes up short every time.

8. Education is going to cost more, not less

The cost of education will go up. Differentiated staffing is not principally a means to cut the cost of education. It is, rather, a new way of utilizing teaching talent within a new educational structure. The pay angle, so conspicuous, is perhaps of lesser importance than the way the talent of teachers can be utilized to improve learning. Teaching must become a career for our most talented practitioners. What is often totally missed by lawmakers and some administrators is the concomitant organizational changes which must accompany the initial differentiation of teacher roles. To pay some teachers more or less will be an exercise in futility without the creation of an organization which is more responsive to the student than is the present one.

9. The task of the teacher is unmanageable

The present concept of the teacher as a jack-of-all trades is ubiquitous. Our teacher is not only expected to be an expert motivator, but a diagnostician of the learning process, a specialist in a subject or skill area (or both), and a judge, counselor, nurse, evaluator, recorder, clerk, technician, hall monitor, dispensor of sundry notices, collector par-excellence, typist, amateur psychologist, parental advisor, club sponsor, referee, etc. Many skills and functions presently considered a part of the teacher's "job," do take the expertise of the teacher, while others are fields which are far beyond the professional scope of the teacher's competence. To hold the teacher accountable for all is neither realistic nor economical. It is time we re-assessed the many tasks now assigned in one lump to the "teacher."

10. The teacher is a professional

The present structure of education was built on the notion that the teacher was not a professional. An extensive analysis of many school systems today will reveal that they are still not considered in practice to be professionals. A cursory examination of some parts of the nation and Florida would reveal the lack of teachers involved in real professional decision-making and the lack of even the most basic rudiments of professional dismissal procedures and involvement of colleagues in judging who is competent and who is not. To view the teacher as a mature professional is to challenge the present operational procedures of public education and to wonder how teachers remained docile for so long.

Now, How Does It Look?

For other school systems to adopt our model without reviewing the aforementioned ten assumptions (and there are others) and their respective implications is to open Pandora's Box. Correctly conceived, the Temple City Plan aims at a complete re-shaping of the basic structure of public education. Tacking on new names over old doors, as for example calling assistant principals "school managers," teacher advisory groups "academic senates," and department chairmen "senior teachers," won't fool very many people for very long. Temple City sees differentiated staffing as a step towards greater institutional responsiveness.

How The Pilot School Was Selected

Oak Avenue Intermediate School competed with other schools in the district for the right to become the pilot model of differentiated staffing. It competed and won because the principal and his staff had demonstrated on paper and in practice that they were serious about the project and willing to give the new staffing model a fair trial. Teachers were provided the opportunity to transfer, without discrimination, to other schools in the district with no questions asked. Before the school was selected by the Project Steering Committee (composed of a majority of teacher representatives and district administrators) three teachers had indicated a desire to leave the school. After selection, all opted to stay.

The principal conducted anonymous staff surveys to determine staff perceptions, feelings, and reservations. In addition, the Project Steering Committee administered to all teachers on an anonymous basis, an attitude inventory consisting of twelve key terms affiliated with staff differentiation. This indicated that teachers at various schools felt differently about the concept and revealed the extent to which the staffs were "ready" to undertake what they had proposed to do. The Oak staff possessed the best feelings about differentiated staffing and was subsequently selected as the pilot school.

Preparatory Steps

From a physical plant perspective, Oak Avenue was the worst facility to initiate the project. It was built in 1956 by another school system prior to unification of Temple City and was by far the worst for wear. The district invested $50,000 in additional materials and equipment for student resource centers (students and teachers have 40% unscheduled time) which was then matched with NDEA funds from the State. The school was carpeted and air-conditioned. Classrooms were enlarged or divided. In the entire school, only two traditional classrooms remain. The school board invested about $38,000 from undistributed reserves to hire the senior and master teachers and the auxiliary personnel. All the current salary prerogatives of the staff were completely protected. No one received a cut in pay or was denied annual increments in the cost of living wage increase. This is still in effect. During the planning year the staff was sent to various schools in California to observe the flexible scheduling aspects in actual operation. In addition, teachers were hired during the summer to write a new curriculum with outside specialists to match the new school schedule. This was especially important to support the independent study aspects of the program. Parents were invited to attend orientation meetings and "walk" through their student's new program. The school library was expanded and a media-center added.

The Successes

A five month implementation period has revealed some unequivocal successes with the new staffing and scheduling pattern. These were indicated in a structured interview held with all teachers, administrative and auxiliary support staff in December. An overwhelming number of teachers noted the complete change in school atmosphere towards collegial relationships with each other, and most noticeably with students without a loss of respect for teachers. The exhilaration of the staff in being able to meet with individual students without the usual classroom pressures was evident. Traditional discipline problems almost disappeared. The lid has been removed from the student achievement rate. This had a shock effect on several areas. For example, the math department had designed what they felt was an achievement curriculum for at least three months. Some students polished-off the curriculum in three weeks. The resource centers have been heavy with traffic, each seeing between 480-525 students per day. The increased materials and equipment, integrally a part of the curriculum designed by the teaching staff, have been heavily used. A small point overlooked by the teachers was that when a filmstrip becomes part of the baseline curriculum (the curriculum for all students expected as a minimum), at least three or four prints of the same strip should be ordered. Nine filmstrips were completely burned out the first week after being viewed by 500 students.

The increased responsiveness to the program and schedule is a reality. In the words of Master Teacher Dr. Donald Hutcherson, "It is an open instructional program very conducive to reconstruction. It can therefore make more adjustments to students and teachers on an on-going basis than any other type of program."

The responsiveness, however, is not all a bed of roses. In order to maintain a program of this type the teacher runs harder and faster to keep pace with the students. Poor teaching is visible like it has never been before. This will naturally increase staff pressure and the anxiety level will be high until the program levels off. To be responsive means responsibility and accountability to the professional teaching staff. Their expertise and competence are on the line. They must be able to produce. Differentiated staffing and flexible scheduling will generate the full measure of the professional potential of a school staff. It does not surprise us when teachers and administrators find excuses to avoid putting their abilities in a similarly visible position. In an uncertain environment it is asking the impossible.

Collegial decision-making occurs in the school Academic Senate where Senior Teachers and the Principal Bruce Caldwell guide the direction of Oak. Caldwell does not outrank or outvote his Senate. It is here teachers have a major voice in how monies are allocated and spent, what materials are purchased and for whom, who is hired and not re-hired, etc. Caldwell wouldn't have it any other way." I think we've got some answers to some of the problems education is facing today, he asserts. "In this type of real decision-making context, the question of who is labor and who is management is irrelevant." Despite some problems, the staff felt at the time of the interviews that they would do it all over again by a wide majority. Only one staff member indicated the effort was not worth it.

The Problems

The installation of the new program has not been without its problems. The most conspicuous problem revealed by the staff was the fatigue factor due to increased visibility, work load, and ironically enough, vastly accelerated clerical responsibilities. One of the reasons for staff differentiation in the first place was the abdication of non-teaching responsibilities by teachers. A major error in staff planning was the failure to discriminate between the functions of two kinds of paraprofessionals. The first type of paraprofessional is that person who works with students in the subject/skill area resource centers. It was thought that these people would have time to grade papers, record student progress, type stencils, etc. In fact, the resource aides have been swamped just keeping up with the heavy student demand upon the facilities. The bulk of the clerical work then fell upon the second type of paraprofessional, a general teacher aide. There were simply not enough of these general teacher aides available. Teachers then had to assume these responsibilities. The pressure has been accentuated because students can use up their curriculum packets at their own rates without being held back by their slower classmates. Week after week the problem became compounded. Moreover, the Oak staff was unwilling to compromise on this point, that is, unwilling to simply assign the students "busy work" until they could catch up. Since the evaluation period, additional help has been secured.

Attendance chores also increased. One art teacher noted her attendance accounting responsibilities were up 150%. Traditional administrative procedures designed for a traditional school are inevitably thrown into chaos and confusion when a new structure, operating on different principles, is created. It will take time for new procedures to be developed to accommodate the new program. Meanwhile, it is another pressure teachers must live with.

The school Academic Senate has been a success in one dimension, it has caused some problems in others. For example, there have been fewer general staff meetings. Teachers have tended to work only in their special areas with their immediate colleagues. Consequently, some teachers have complained that they no longer have an overall rapport with the total faculty. The Academic Senate came to be viewed by some staff teachers as a new elite replacing a singular elite, the principal. Decisions have been made rapidly and communicated to the staff by bulletin following each biweekly session. Sometimes teacher dialogue did not have time to occur before a problem was identified and solved in the Senate. Some teachers expressed the desire for more involvement in the decision-making process. The Academic Senate has thus formed sub-committees of a more or less permanent nature composed of staff teachers to study various long term school problems.

It is interesting to note the reaction of the neophyte Senior Teachers. They are feeling many of the same types of leadership pressures in their areas formerly carried alone by the principal. Some role conflict has occurred, as would be expected. Staff teachers have expressed disappointment over the slipping status of the staff teacher role. Probably the role has not lost any of its authority, it just doesn't look as good when compared to the Senior or Master Teacher positions. The program was launched without the development of performance job descriptions. That is, jobs were outlined in specific, but not operational terminology. For example, the Senior Teacher of Math was expected to be the leader of a teaching team in curriculum development. But what is curriculum leadership in operational terms? To one teacher it means that the Senior Teacher develops behavioral objectives each week for the curriculum packages, to another it means the Senior Teacher writes resumes of current research in math, and to another the Senior Teacher should give nodding approval of, but would not critique his own teaching objectives.

Role ambiguity has therefore caused some conflict, especially in the area of staff expectations. One teacher will patiently wait to be told what to do, while another insists she hasn't experienced any "professional growth" under her Senior Teacher. Job descriptions are in the process of being developed on an operational basis which meet a consensus of those staff teachers working with a Senior Teacher. This is another process crucial to the Temple City strategy. Senior Teachers must function under a two-way, collegial evaluation system. Simply stated, all teachers serving with a Senior Teacher evaluate his performance based on the job description they wrote for him.

In designing this system, careful pains were taken to strip the advanced teacher roles of the odious and punitive versions experienced by most teachers under the traditional model of supervision. Teachers can refuse the services of the teachers functioning in the advanced roles. However, it is beginning to become apparent that the Master Teacher must have at least the authority to determine where his staff and auxiliary personnel can best function in the program if his expertise is to be valuable to the organization. The check on his leadership in this domain would be the reciprocal evaluation by his subordinates and the school Academic Senate. Shedding the trappings of the authoritarian organization and authoritarian expectations of the people in it is certainly more readily resolved in theory than in practice. This is expected to be one of the major points of debate to be resolved by the Project Steering Committee this year.

What We Learned

In retrospect the staff was asked what they had learned during the implementation period that would help other schools contemplating a similar change. The two most common remarks were that the necessary materials and equipment had to be available, and a warning to other teachers that they should understand that the new staffing pattern was a lot harder work. Some individual comments may provide a sample of the spectrum of the teacher's perceptions and reactions:

Jan Gannam, Social Science Staff Teacher: *"I'm a highly paid typist right now, make sure you've got adequate clerical help."*

Betty Houke, Social Science Staff Teacher: *"It's difficult to begin a dialogue with teacher who have been isolated for so long."*

Dick Collipi, Art Staff Teacher: *"Art lab must be reality oriented, the traditional program won't fit."*

Shirley Myers, Math Staff Teacher: *"Student resource centers should be open at night."*

Bruce Caldwell, Oak Principal: *"There is a tendency to underestimate the effects on people of anxiety and personality change."*

Don Keefe, Senior Teacher of English: *"Be sure and get flexible and aware people into leadership positions."*

Bill Schmidt, Senior Teacher of Math: *"Develop strong teacher leadership. A traditional principal couldn't handle a program of this type."*

In essence, the main barriers of internal organizational change are "people" barriers. Significant changes in human behavior are difficult to promote with the old system of external rewards so common and prevalent in most educational systems. The real essence remains capitalizing upon the internal reward system, the kind that is carried in all of us, the kind that responds to achievement, responsibility, and recognition. No law or set of administrative fiats can make teaching a profession without taking into account a feeling of worth and accomplishment that many teachers feel without differentiated staffing. The aim of the new staffing pattern is to retain the challenge of teaching as the central and most important function within the total educational system and to arrange teaching talent more flexibly and responsibly to meet specified learning objectives.

The real challenge is laid squarely upon our professional shoulders. Let us fail because we tried it and found it wanting, rather than not to have tried it at all. There is the distinct feeling, and thankfully not with the FEA who took a courageous and positive stand on differentiated staffing, that many teachers and their associations would rather talk it to death than move an inch towards examining a real alternative that may change traditional notions concerning the place of the teacher in the educational organization. Somehow, alternatives always look like what we have now.

We may not have been the first who discovered we were not all equal, but let the professional be the first to do something it. As time passes the opportunity to exercise our judgment is dwindling. A true measure of professionalism may be to engage in self-change under our own wishes and perhaps control, rather than be forced by a mandate. Even in Florida it may not be too late.

Differentiated Staffing

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Teachers Blueprint Beaverton's Pilot Programs

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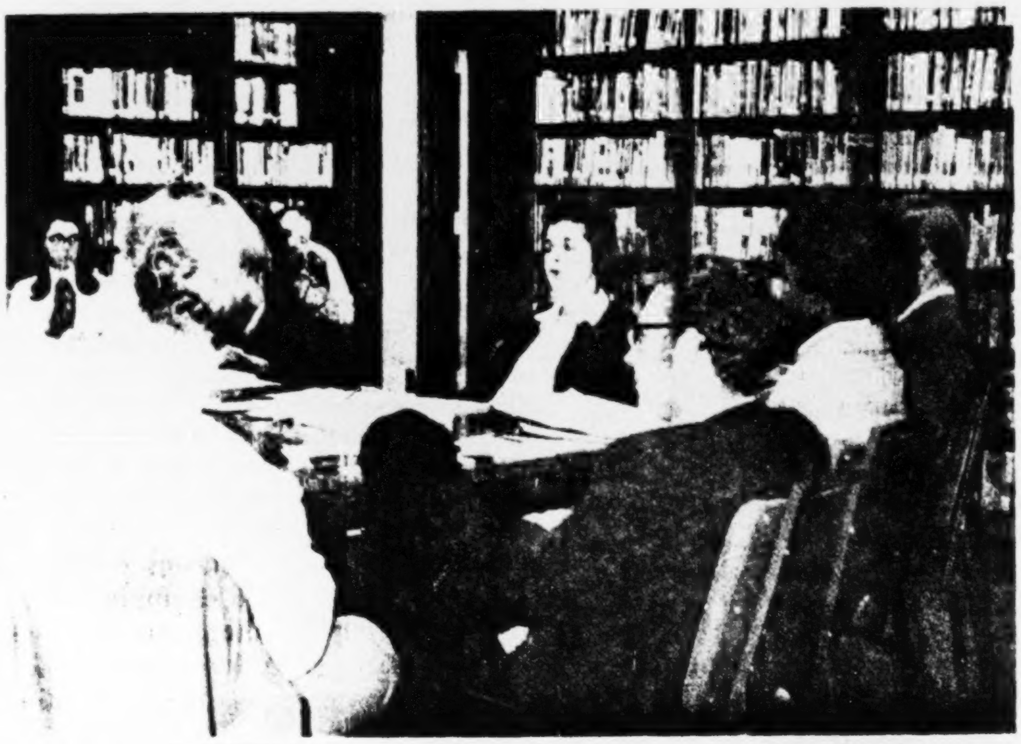

TEACHER INVOLVEMENT in planning is essential to success of pilot differentiated staffing programs, Beaverton School District believes. Beaverton district will implement three pilot programs in elementary, junior high and high schools during 1970-1971 school year.

CREATING new and better programs is easy.

Every new plan, whether of curriculum or organization, or both, works extremely well on paper. Its problems can be worked out easily in words; its benefits computed and celebrated with words.

When educators compare the simplicity and joy of planning with the scars which remain from submitting previous new plans to the test of the classroom, they often are reluctant to move from planning to implementation.

"Enough planning. Let's see some action," is the essence of recent dictums from the U. S. Office of Education to those seeking money to continue experimental programs in differentiated staffing.

The Beaverton School District will go into action during the 1970-71 school year when pilot differentiated staffing programs will be implemented in Cooper Mountain Grade School, Mountain View Junior High School and Aloha High School.

Guiding Principles

Specific differentiated staff patterns for the three schools have not yet been worked out because of two important principles. The two principles, the ones basic to Beaverton's planning, are that (1) teachers must be involved in plan-

local education association participates in planning, will help evaluate operation

ning if it is to succeed in the classroom and that (2) "schools are for kids."

When specific plans are shaped, they probably will involve the innovations usually associated with differentiated staffing: the differentiating of teachers as to their assignments and responsibilities according to their abilities with corresponding differences in salaries; the use of paraprofessionals; the use of flexible scheduling, and the emphasis on individualizing instruction.

Planning takes more time when teachers are involved and when "kids come first." Staffing patterns cannot be established until the other necessary steps have been completed. Student needs must be defined and behavioral objectives written to allow those needs to be met. The structure and content of a program to reach these objectives must be created. Only then can the personnel and staffing patterns which will be needed to best serve students be determined. Differentiated staffing will benefit teachers, but the reason for its creation must be to benefit students.

Teachers Are Planners

The planning organization for Beaverton's project well illustrates the fact that teachers are the planners.

The director of the project, Harold Wik, leaves the planning to teachers so he can concentrate on the activity that he sees more appropriately as his — the job of being chief coordinator between the U. S. Office of Education and the advisory groups, the cooperating agencies and the planning groups of the project.

Art Christiansen, on loan from the Salem District to study the Beaverton Project, assists Wik in these capacities.

Making policy for the project are the twenty-three teachers and administrators of the District Committee. This group of representatives from various schools, disciplines and grade levels sets up guidelines, oversees the planning, and makes the decisions concerning the project. An example of the authority given the group may be seen in its recent decision to implement the programs of two of the pilot schools a year earlier than originally planned. Among the representatives on the committee are nine staff members of the three pilot schools and a representative from the Beaverton Education Association.

SMALL PLANNING GROUPS explore various approaches, then meet with staff and District Committee to plan program structure and content. Policy makers are 23 teachers and administrators forming District Committee.

Chairman Wes Tolliver serves as coordinator with the director. Because of his positions as clinical professor at Portland State University and director of student teaching in the district, he also is able to provide the committee with information concerning innovative programs in teacher preparation and methods.

Planning Procedure

A summary of the approach used by the Aloha High School staff illustrates how this planning by teachers works.

For six weeks during the summer of 1969, the Aloha staff and the District Committee met jointly to plan Aloha's program. The workshop was highly democratic in its organization. The general procedure was for the total group to define its tasks, suggest diverse approaches and then divide voluntarily into smaller groups to explore the suggested approaches.

The total group reconvened when the groups felt they had completed their explorations, and after further discussion, decided what was acceptable to the total group, trying always to retain as much of what had been produced as possible. This approach, it was hoped, resulted in high quality decisions reflecting the creativity and commitment of as many members as possible. It was during this workshop, organized and operated by teachers, that the first part of Aloha's planning was completed.

Cooperating agencies and advisory groups also involved in Beaverton's planning may be divided into two groups, those within the district and those outside.

Within the district are four groups: The school board of District #48, which has consistently pledged its support to teacher planning; a lay advisory board made up of community members, students, industrial representatives, and Oregon educational leaders and governmental representatives; the Beaverton Adult Education Center, and the Beaverton Education Association.

Local Association Participation

The BEA, because of its concern with the effect of new programs on both children and teachers, is working cooperatively with the district planners of differentiated staffing. As an innovative and creative experimental program, differentiated staffing will create many problems in the areas of staffing, assignments, transfers, curriculum, budgeting, and salaries. It is in these areas, the natural concerns of a professional organization, that the BEA has been most helpful in finding appropriate and workable solutions.

To assure adequate communications between the two groups, the Differentiated Staff Project is represented on the BEA Teacher Education and Professional Standards Committee and the BEA has representation on the committee writing the proposals to the U. S. Office of Education, which finances much of the project.

In working with the project group to insure that he differentiated staffing program will both benefit children and assure the continued professional growth of teachers, the BEA has contributed $50 toward the enrollment fee of $200 required to join the NEA TEPS Staff Development School Program.

In the future the BEA through its Teacher Education and Professional Standards Committee hopes to provide important feedback for the project by sampling reaction of teachers toward it, reporting in what schools these feelings exist, and how strong they are. In this, the BEA can provide a unique service.

BEA Evaluation

Finally, the BEA can provide considerable help in evaluating the success of the project. Because of its interest in development and testing of a variety of personnel organizational patterns, the BEA can help the project group make a fair assessment of differentiated staffing as to whether it achieves the following:

1. Better use of teacher abilities
2. A more individualized school program
3. More realistic dealing with the man-power
4. Effective links with colleges and universities
5. Increased teacher involvement in decision making
6. A professional setting in which personnel complement and stimulate each other
7. More systematic evaluation of professional performance
8. More flexible use of teacher time.

Cooperating Groups

Cooperating agencies from outside the Beaverton District include the OEA, the National Commission on Teacher Education and Professional Standards of the NEA, The Oregon Board of Education and the Northwest Regional Educational Lab. They also include Portland Community College, Reed College, Lewis and Clark College, Pacific University and Portland State University. A recent addition is COMFIELD, an experimental and research project in teacher preparation associated with Oregon College of Education.

That Beaverton's planning begins with the premise that "schools are for kids" can be seen in the order and focus of the planning. Of the steps felt necessary to develop and evaluate the pilot programs, the first two have to do with students and their needs. The first is to make an educational needs assessment of students, parents, community members from all walks of life, and educational personnel; the second, to write behavioral objectives based on those needs. These two steps were carried out during the 1969 summer workshop.

Assessing Student Needs

A questionnaire developed by Dr. Robert Clemmer of Oregon State University helped assess student needs in the Beaverton district. This questionnaire, developed for a statewide survey recently conducted by the State Board of Education, was given to a large number of students, educators and community members of the district. The survey focused on the Aloha area which is served by all three of the pilot schools.

Other needs surveys also were consulted. The most important of these was a survey of junior high school students, taken shortly before the workshop by the Curriculum Vice Principal of the district. To obtain more personal reaction, taped interviews were conducted with students, drop-outs, recent graduates, and local businessmen. Dr. Amo De Bernardis of Portland Community College was also interviewed via tape. On two occasions the members of the workshop invited local and statewide leaders from business, industry, and both state and federal government agencies to speak on "Student Needs Today and Twenty Years from Today."

Behavioral Objectives

From the information obtained, a set of behavioral objectives was written for the cognitive, affective, and psycho-motor domains. These objectives are general in nature, a sort of contradiction in terms. As they are applied to specific course objectives for a specific age level, however, they will be written into more specific terms. As new or more accurate information concerning student needs becomes available, they will be written or added to by the members of the District Committee.

Because of the difference in age level of the students of the three schools, the organization, curriculum, and the personnel needed to implement the objectives in each will vary.

In working toward opening the 1970-71 school year with differentiated staffing programs in three pilot schools we have, in the manner of Marshall McLuhan, concentrated on "the medium," being more concerned with the way we planned than with the exact plan that will emerge.

However, our ultimate goal is the best staffing model to meet the needs of the students. At this time we believe differentiated staffing is the best model. We will test to see if it is when our programs are in operation, demanding measurable, observable proof. The best pattern — the one we seek — will allow students to

1. Be taught the process skills necessary to effectively interact with their learning environment.
2. Have available to them staff members who are skilled in presenting a variety of learning alternatives and who constantly seek to improve their instructional techniques.
3. Have their ability and achievement measured, diagnosed, and receive assistance in designing their learning programs.
4. Have staff members available who can help them maximize their learning by helping them modify their attitudes and behavior.
5. Work with programs which are systematized for learning and are coordinated into one program to effectively meet their needs.
6. Participate in policy making and governance.

The pattern we seek is the one which best presents a climate condusive to the personal growth of both students and a staff. If our experience with the three pilot schools indicates differentiated staffing is the best model, we will differentiate the other schools in the district. If it is not, we will continue to search for the best.

In Beaverton, we will be satisfied with nothing less.

Harry Lyda of Perrydale is winner of the United States Steel "Young Agricultural Teacher Award." Lyda topped a list of outstanding teachers from ten western states, reports the Oregon Vocational Agricultural Teachers Association, an OEA department.

A PLAN FOR DIFFERENTIATED STAFF DEPLOYMENT

LAKE ELEMENTARY SCHOOL--MENTOR, OHIO[1]

INTRODUCTION

The Mentor School System this past Fall established a differentiated staff organization for its new Lake Elementary School. The Lake Elementary School organizational model represents a single school system's efforts to provide an educational program for the boys and girls living within a given attendance area which is appropriately tuned to each individual child's intellectual, physical, emotional and social needs. Without citing the school system's philosophy, objectives, goals, etc, which could for all practical purposes be read in any school district's policy handbook, we expect the instructional program of the Mentor School System, and more specifically the educational program at Lake Elementary School, to take place in an educational environment wherein the teaching-learning situation is structured to meet both the specific needs of each individual student and the universal and essential demands of society. The educational strategy of this particular elementary school rests upon certain basic assumptions or postulates. They are:

1. The education of an individual to be truly effective must be personal and an individual process which takes place according to an instructional plan arrived at through the assessment of individual's learning capabilities, interests and general growth potential.

2. The instructional program for the boys and girls attending this school is to be designed and implemented according to an organizational model which posits the professional staff at the center of the educational decision-making process. The educational program is, incidentally, expected to reflect the best of current and past curriculum practices.

3. The pattern of staff deployment and remuneration, which is differentiated and incorporates a hierarchal structure of professional and disciplinary talen, complementarily correlating personnel capabilities with the teaching-learning situation, will prove to be more effective and efficient when measured against self-contained departmental, dual progress or some other staffing pattern or form of school organization.

4. The educational environment, existing within this educational facility housing both professional and supportive staffs, a modern system of educational technology and an individualized instruction program, will positively affect pupil achievement and will meet defined, behaviorally oriented educational goals and objectives.

5. The instructional program activities, educational processes, etc., as incorporated into an educational whole at Lake Elementary School, are expected to take place within established financial resource allocations for elementary education in the Mentor Public School System. This assumption strongly implies the true innovative improvement of education can

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[1] Source: The report was prepared by Dr. Robert Hemberger, Superintendent of the Mentor Public Schools, Fall 1970.

take place within established resource parameters and that it should not be necessary for a school system to devote exceptionally high-resource allocations to the accomplishment of educational change and improvement.

6. Today's research and advanced technology make it possible to diagnose individual learning capabilities and styles, which when carried into the prescriptive phases of instruction will cause the educational program -- teaching and learning -- to be more closely correlated to individual student achievement levels, interests and general learning patterns. Current instructional materials and media systems have the capability to greatly assist in the presentation of knowledge to children through appropriate sensory channels.

7. New knowledge is emerging about the dynamics of the school and about ways of creating a climate within a social institution which fosters both critical and reflective thinking - the mental process which provides the structure and the support individuals require in their search for the meaning of life.

There are organizational models emerging on the educational scene which place the professional teacher central to the instructional decision-making process. Staff efforts carried on within an organization structure, which facilitate this kind of decision-making, can and should cause the emergent human endeavors to be directed toward the individualization of instruction. This should, in turn, cause education to be more personal and more relevant in today's society. The above assumption cannot only be made appropriate to the pupil and his position in the learning environment, but it relates just as closely to the role expectations of a teacher as an instructional leader. Too often the instructional program which exists in a school system or within a building within the system reflects what must be done according to "state standards" or according to the "system's plan for education." The teaching profession, to date, has not been granted the authority, nor have they assumed the responsibility, for educational program design, the development of instructional strategies or for determining the way teaching efforts ought to be expended.

The Mentor School System's effort, as represented at Lake Elementary School, is conceptualized and directed toward improving the quality of instruction in a specific educational setting. In this regard, we have endeavored to:

1. Create an educational program which can be characterized through the use of such terms as individualized, diagnostically oriented, relevant, etc.

2. Develop a plan for staff utilization, wherein individual staff capabilities and differences will be recognized and deployed in such a manner that teaching and other duties, responsibilities and tasks will bear a relationship to training, experience, qualifications and classification of work of individual staff personnel. This is evident in differentiated staffing plan for Lake Elementary which is contained in this document.

3. Utilize instructional materials in sponsoring this educational program which will facilitate the accomplishment of the behaviorally oriented goals and objectives.

4. Provide educational facilities in which the educational environment can be structured and restructured, adapted and readapted, modified and remodified to facilitate the dynamics of a changing teaching-learning environment.

LAKE ELEMENTARY SCHOOL DIFFERENTIATED STAFFING PLAN

Today's self-contained classroom limits the educational opportunities of students to the competencies of their particular classroom teacher. It also perpetuates the concept that all teachers can and should do most everything, including sub-professional tasks.

Teachers will generally admit that they all do not possess the same abilities or strengths. They reject, however, merit pay as being unprofessional and undesirable. Lake's differentiated staffing plan is based on a distinction of teaching roles according to assigned duties and responsibilities. An attempt is not being made to determine which individual teacher on the staff is capable of educational excellence. Hence, we do not claim a foundation for "merit pay." Research will not be ignored, however, in identifying the characteristics of good teachers which prove to be necessary in selecting individuals for increased responsibilities and master-teacher roles. The apparent advantages, as seen for the Lake differentiated staffing plan, are:

1. To change and expand the role of teachers.
2. To increase teacher's decision-making powers.
3. To offer career advancement opportunities to teachers without having to leave the teaching situation and become a supervisor or an administrator.
4. To utilize the leadership potential of the staff.
5. To strengthen the instructional program.

We squarely face the "hang-ups" in initiating a differentiated staffing plan. The "hang-ups" are not primarily financial but are caused by limitations in vision, inflexibility to attitude change, and rigidly molded career expectations. It is necessary to rise above previous conditions of organizational structure and find solutions to the new and difficult educational problems. The cooperation of educators involved provides the situation in which it is possible to fully tap all human resources. The Lake staffing plan is directed toward the utilization of all staff in supporting the instructional program.

The basic concept of this professional staffing scheme is to effectively and efficiently utilize professional talent, focus on real instructional needs and provide individualized learning. A program dominated by subject matter must not overtake the informality of the elementary program.

What is needed in elementary education is a professional model, perhaps somewhat similar to that of the medical profession; wherein people can organize or classify according to career expectations and training and experience to accomplish the institution educational goals and objectives.

With the close cooperation of teacher preparation institutions, the state departments of education certification bureaus and enlightened local school boards, a professional, hierarchal elementary teaching staff can be organized. The Lake Elementary School differentiated staffing plan attempts to do several things in this direction.

Initially, the instructional leader in this building, characteristically thought of as an elementary school principal, has a title and job description which accurately and adequately defines role expectations. Non-instructional duties normally performed by an elementary school principal have been assigned to an assistant or building manager. This has largely freed the instructional leader of school bus transportation responsibility, the direction of the school lunchroom program, supply and material control and requisitioning, building operation and maintenance, etc. He can now devote adequate time to curriculum matters, staff leadership, diagnosis of learner needs, the development of instructional strategy, learning resources, etc.

The instructional staff deployment in the Lake Elementary School building is organized according to a series of instructional teams. Each team is assigned an instructional area, learning level and a group of children. Each instructional team operates under the leadership of a Master Teacher-Instructional Strategist. Supporting this Master Teacher-Instructional Strategist are two staff teachers. The para-professional and/or clerical duties associated with the instructional activities that are carried out by the team are assigned to Assistant Teachers. The Assistant Teachers assigned to each of the five instructional teams in Lake Elementary School are teachers-in-training. The Mentor School District is cooperating with the area teacher training colleges and universities in an effort to provide intern or practicum experiences which extend over the course of the school year. This intern experience differs significantly from the traditional student teaching experiences. The teacher-in-training is no longer assigned to an isolated classroom or expected to work under the direction of a single individual for the duration of a quarter or semester. The realities of teaching are present from the first week of September to the close of the school term some time in June. Throughout the course of the academic year, the teacher-in-training is under the dual direction of the college or educational faculty as well as the director of instruction and Master Teachers within the building organization.

Included in this packet is a schematic drawing of the Lake Elementary School building. The Lake facility can be readily described as open plan building consisting of a series of instructional areas or pods. Approximately 100 pupils have been assigned to each of the instructional pods and to the instructional teams working within them.

The following pages show a comparison of staffing patterns and financial resource utilization for Lake Elementary School and two other elementary schools within the Mentor School System. Also included are job descriptions for key positions within the Lake Elementary School staff organization. They include a job description for the Director of Instruction and Research, Master Teacher-Instructional Strategist, Instructional Materials Specialist and the Assistant Teacher.

The Master Teacher-Instructional Strategist salary schedule for the Mentor Schools has been enclosed along with the regular index teacher salary schedule. The comparison of these two salary schedules will show that the Master Teacher's role is representative of a significantly higher level of compensation on the regular teacher salary schedule.

LAKE ELEMENTARY SCHOOL

MENTOR EXEMPTED VILLAGE SCHOOL DISTRICT

DR. ROBERT C. HEMBERGER, SUPERINTENDENT

Construction Cost – $537,696.00

Area: 40,457 Sq.Ft.

Cost per Sq.Ft.: $ 13.29

Volume: 518,836 Cu.Ft.

Cost per Cu.Ft.: $ 1.04

Pupils: 700

Cost per Pupil: $716.93

Area per Pupil: 58.3 Sq.Ft.

FLEXIBILITY OF PROGRAM

Non-Graded • Team Teaching • Large-Group Instruction • Modular Design • Open Space Teacher Aids • New Technology

The NON-GRADED PROGRAM provides for individual opportunity, creative learning, and education by discovery. With imagination as its earmark, the program demands that it not be restrained. No longer is a 30-to-1 pupil ratio a sacred factor. The educational process, instead, transcends the problem of how many children can one

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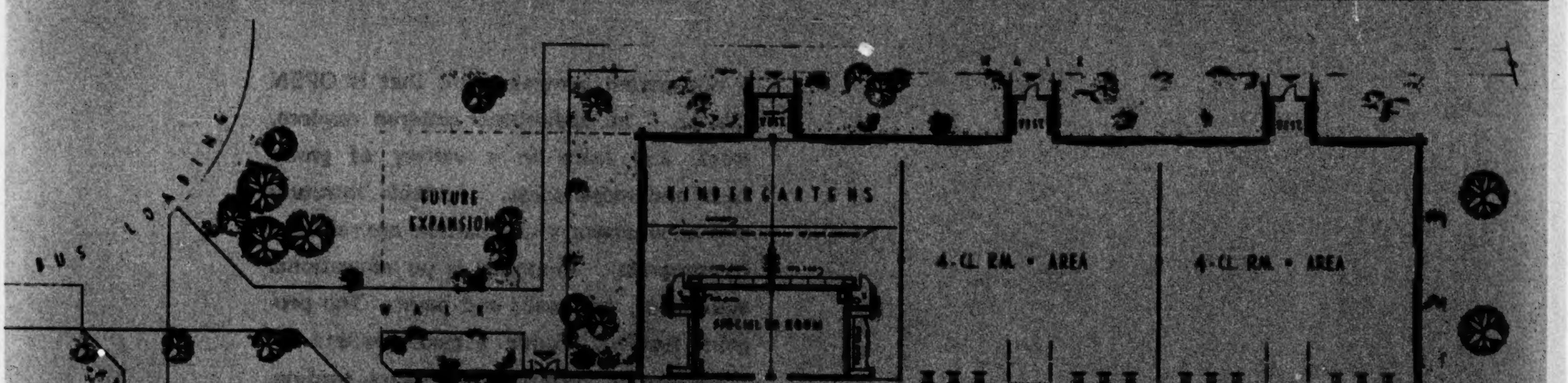

BUS LOADING
FUTURE EXPANSION
WALK
KINDERGARTENS
4-CL. RM. + AREA
4-CL. RM. + AREA
VEST.
MULTI-PURPOSE ROOM
PLATFORM
STOR.
BOYS
GIRLS
FUTURE SERVING KITCHEN
JAN. & MECH. EQUIP.
SERVICE AREA
LIBRARY AREA
4-CL. RM. + AREA
4-CL. RM. + AREA
FUTURE EXPANSION
WALK

teacher control. Pupil-grouping becomes an educational decision — as it should be — pupil grouping by subject matter, interest groups, ability and progress.

With innovation in education must come a new concept in architecture. Only one design can totally satisfy the demands of

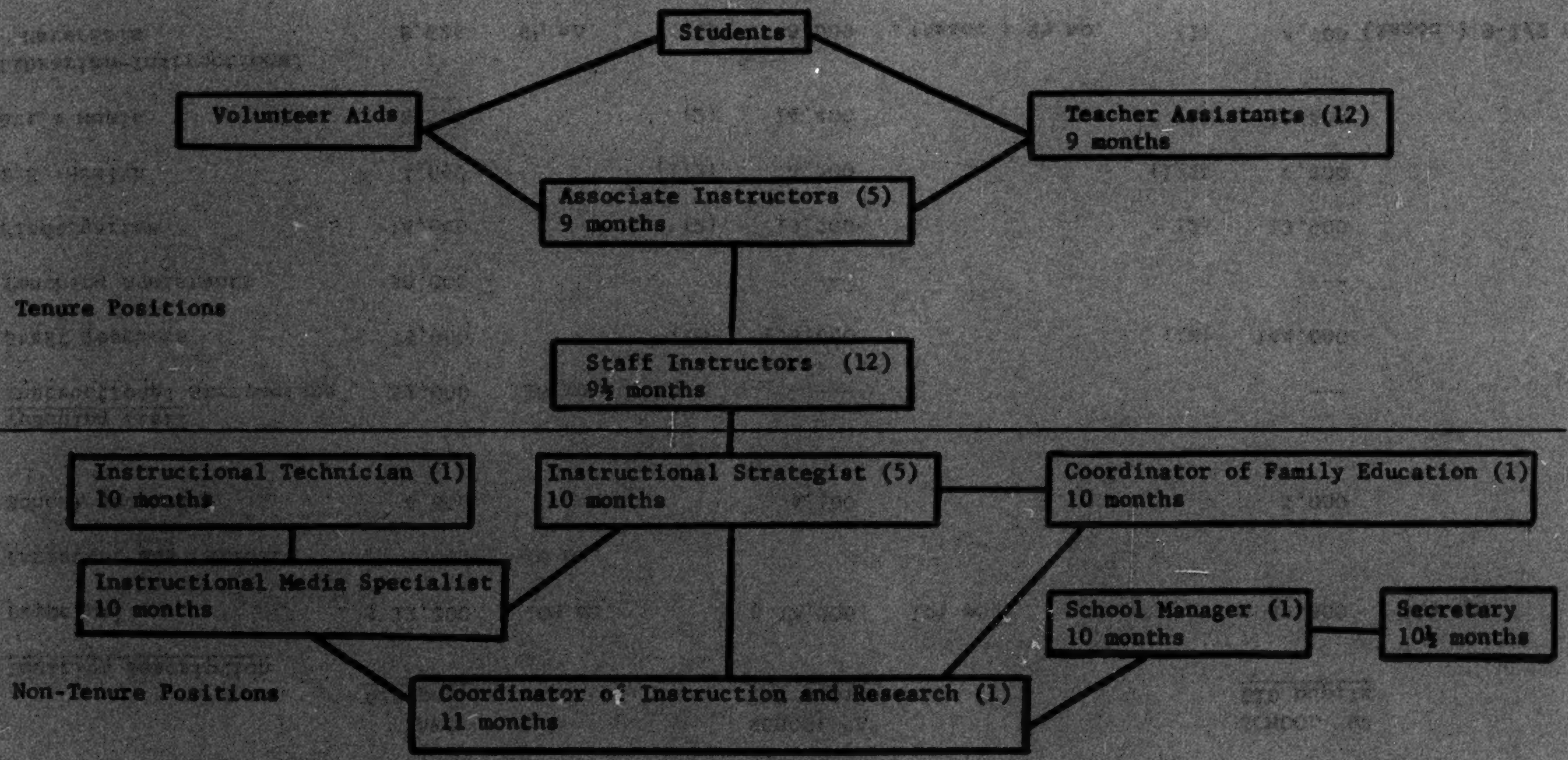
a non-graded program, and that is OPEN SPACE. In open-space children explore, react, and learn in a variety of group sizes and experiences. Portable furniture creates whatever visual barriers are required by program. Emphasis is on educational equipment, not walls and paint. The program revolves around a resources and activity area for purposes of reference, reading, listening, viewing, and art. Pupil activity experiences in science also use these core facilities, and nothing relates more closely to these resources than the preparation area for teachers.

But change in education does not stop with the non-graded program. What will it be in the next generation? Will a building for 1968 soon be obsolete? Designed on a five-foot module, Lake Elementary provides total flexibility in programs now and over the years. Ceilings, lighting, heating, ventilating, and access permit the future modifications of space in almost any design for almost any educational program.

USTON
SSOCIATES

MENTOR PUBLIC SCHOOLS

DIFFERENTIATED LAKE ELEMENTARY STAFFING PLAN


Students
Volunteer Aids
Teacher Assistants (12)
9 months
Associate Instructors (5)
9 months
Tenure Positions
Staff Instructors (12)
9½ months
Instructional Technician (1)
10 months
Instructional Strategist (5)
10 months
Coordinator of Family Education (1)
10 months
Instructional Media Specialist
10 months
School Manager (1)
10 months
Secretary
10½ months
Non-Tenure Positions
Coordinator of Instruction and Research (1)
11 months

MENTOR PUBLIC SCHOOLS

A COMPARISON OF STAFFING PATTERNS, FINANCIAL RESOURCE UTILIZATION

Lake Elementary School with other Comparable Size Elementary Schools

	Position Description	LAKE 620 pupils			SCHOOL "A" 560 pupils			SCHOOL "B" 610 pupils	
	Principal	$ 12,300	10½ mo.		$ 12,300	10½ mo.		$ 12,300	10½ mo.
	Assistant-Bus. Affairs	7,400	10 mo.						
	School Secretary	4,600			4,100			5,000	
	Teaching Staff								
(5)	Instructional Strategists	51,000	10 mo.		---			---	
(10)	Staff Teachers	76,000		(18)	173,000		(18)	144,000	
(10)	Teaching Assistants	30,000			---			---	
(2)	Kindergarten	14,600		(2)	13,700		(2)	13,900	
(4/5)	P.E.-Health	4,660		(1/2)	4,200		(1/2)	4,200	
(1)	Art & Music	8,556		(2)	14,400		(2)	12,400	
(1)	Librarian-Instructional Materials	8,624	9½ mo.	(1)	6,000	(Assoc.) 9½ mo.	(1)	4,700	(Assoc.) 9-1/2 mo.
		$217,740			$227,700			$196,500	

Job Description
Director of Instruction and Research

I. Major Functions

A. The Director of instruction and research is responsible for a large and complex staff who is capable of doing many kinds of things. He is not the principal employed in the traditional elementary school organization.

B. The Director of instruction and research is a teacher. More important he is a master at coordinating the work of many staff members and in developing curricular and instructional patterns.

C. The Director of instruction and research is aware of the community in which he works. His role is to facilitate instructional progress of both students and staff.

II. Major Duties and Responsibilities

A. Introduce new concepts to the faculty.

B. Translate research into instructional design and strategy.

C. Assist teachers in diagnosing the learning difficulties, style and interests of pupils.

D. Control of pupil behavior.

E. Orient and direct professional staff.

F. Evaluate and recommend promotion and retention of professional staff personnel.

G. Maintain staff personnel records.

H. Develop and coordinate professional growth programs.

I. Coordinate the district program at building level.

J. Arrange for the continuous assessment of the educational program with staff.

K. Prepare special reports and bulletins for general distribution.

L. Work with P.T.A. and other lay groups.

M. Plan and coordinate the public relations program.

Job Description
Master Teacher-Instructional Strategist

I. Major Function

The Master Teacher-Instructional Strategist holds a major responsibility and is assigned commensurate authority within the teaching organization to carry forward established educational policy in a specific educational environment, at an instructional level, or in an academic discipline.

A Master Teacher-Instructional Strategist functions almost exclusively in an instructional leadership role which requires performance directed to (1) implementation of the instructional program, (2) curriculum and instructional design, (3) the improvement of teacher capabilities and performance, (4) gaining a better understanding of the teaching-learning process, (5) the development and deployment of instructional media and materials for the purpose of affecting individual learning, and (6) to evaluate the effectiveness of instructional strategies used in meeting established educational goals and objectives. The Master Teacher-Instructional Strategist is a teacher's teacher, an instructional advisor, a master practitioner, "a learning engineer" capable of performing diagnostic, prognostic and evaluative functions that will positively affect the individual learner's progress.

A Master Teacher-Instructional Strategist position is a "full-time" teaching position in the Mentor School System; characterized by high level responsibility and authority in an educational setting, which creates an extended time demand and calls for higher levels of compensation.

The job description currently established for a teacher in the Mentor Public Schools, as defined in Policy 4116 for professional personnel, underlies and serves as a base for this job description.

II. Major Duties and Responsibilities

A. The Master Teacher-Instructional Strategist assumes a major responsibility for the design, development, implementation and evaluation of an instructional program or programs.

B. The Master Teacher-Instructional Strategist should be knowledgeable in diagnosing individual learning capabilities and interests so that individually prescribed patterns of instruction can be developed, deployed and evaluated.

C. The Master Teacher-Instructional Strategist is expected to assume a leadership role in selecting, deploying and developing teaching talent in such a way that an individual's professional interests, capabilities and efforts can be effectively utilized in establishing educational goals and objectives, in carrying out instructional activities which will meet the stated goals and objectives, and in evaluating the effectiveness of these efforts in terms of anticipated educational outcomes.

-more-

II. Major Duties and Responsibilities (continued)

D. The Master Teacher-Instructional Strategist must be knowledgeable of, and cause staff associates to be aware of, current educational and instructional practices and research. He is also expected to contribute to educational improvement through experimentation, through the development of instructional materials, programs, and techniques and through participation in research studies involving the school curriculum.

E. The Master Teacher-Instructional Strategist requests instructional equipment and material needed by a staff group and is expected to insure the proper use of such materials and equipment.

F. The Master Teacher-Instructional Strategist assumes a major responsibility for referring pupils requiring psychological special educational or personal adjustment assistance.

III. Essential Skills, Knowledge and Qualities

A. A thorough knowledge, understanding, and appreciation of the learning process and of the nature and growth of children.

B. Master proficiency in teaching -- a demonstrated ability to adapt knowledge of educational methodology and techniques and to utilize staff teachers, other assistants and other resources for the benefit of pupils in a learning situation.

C. Advanced scholarly competence in an instructional area, at an educational level, an academic discipline, or a combination thereof, for which he is responsible.

D. Ability to communicate to staff associates and parents about curriculum and instructional matters and how they relate to individual learners.

IV. Relationships within the Staff

The Master Teacher-Instructional Strategist is assigned to the Division of Instruction under the supervision of a principal or a Director of Instruction. He cooperates with other staff members, particularly those who supplement and support his work, in providing educational leadership and services in order to improve instruction.

V. Qualifications for Employment as a Teacher

A Possession of or eligibility for the Ohio Provisional, Professional, Life, or Permanent Teaching Certificate in the field in which he is assigned.

B. A background of satisfactory professional preparation and, preferably, several years of successful teaching experience.

C. Be available for employment as a teacher on an extended contract, at a level of compensation above the regular teacher salary schedule.

VI. Special Competencies

A. Substantial training beyond the Bachelor's Degree with specialization in the area in which he is assigned. A Master's Degree is desirable.

B. Preference will be shown for a candidate whose background indicates outstanding competencies in the areas for which he is being considered.

VII. Compensation

Shall be according to the Master Teacher-Instructional Strategist salary schedule.

JOB DESCRIPTION

INSTRUCTIONAL MATERIALS SPECIALIST

I. MAJOR FUNCTION

A. The Instructional Materials Specialist is charged with the responsibility of assisting the instructional staff in their use of materials and equipment that will further the educational program of the Mentor Schools.

B. The Instructional Materials Specialist fulfills his responsibility to the community and the profession by participating in the development and improvement of the school curriculum through the use of all forms of media in instruction.

II. MAJOR DUTIES AND RESPONSIBILITIES

A. Work with the building staff to select appropriate forms of media to use for instructional purposes.

B. Acquaint the building staff with all materials that are available in the school media center.

C. Keep abreast of new developments in instructional media and keep the building staff informed.

D. Secure materials requested by the building staff when possible.

E. Assist the building teachers in both the preparation of instructional materials and the operation of audio-visual apparatus.

F. Confer with the building staff to insure that the selection and utilization of learning materials will meet the needs and fulfill the philosophy of the school.

G. To identify and arrange for the use of community resources, human or material, that can be utilized in the instructional program.

H. Work closely with the AV Supervisor for the purpose of co-ordinating efforts to achieve the best possible AV program.

I. Work closely with the Library Supervisor to achieve the greatest utilization of the learning materials housed in the school library.

J. Work closely with the Coordinator of Family Education to provide opportunities for the World of Work to be explored by the students.

K. To act as a floating member of all instructional teams for the purpose of assisting the Instructional Strategist to select media that will provide for alternate patterns of instruction.

III. ESSENTIAL SKILLS, KNOWLEDGE AND QUALITIES

A. A thorough knowledge, understanding and appreciation of the learning process and its relationship to the use of media in instruction.

B. Demonstrate the ability to adapt his knowledge of media and educational methodology to better the learning situation.

C. Ability to utilize multi-media materials to individualize the instructional program.

IV. RELATIONSHIP WITHIN THE STAFF

The Instructional Materials Specialist is assigned to the Division of Instruction, under the supervision of the school principal. He cooperates with other staff members for the purpose of supplementing and supporting their work.

V. QUALIFICATIONS FOR EMPLOYMENT

A. Possession of or eligibility for the Ohio Provisional, Professional, Life, or Permanent Teacher Certificate in the area to which he is assigned.

B. A background of satisfactory teaching experience.

C. A strong background in the use of media for educational instruction.

JOB DESCRIPTION

ASSISTANT ELEMENTARY TEACHER

I. MAJOR FUNCTION

A. The assistant teacher performs work analogous to that done by a teaching assistant in a university, especially preparation of teaching materials, correction of homework, tutoring of individual students. All duties are supervised by the professional staff.

II. MAJOR DUTIES AND RESPONSIBILITIES

A. Audio-visual Material and Operations

1. Prepare charts and graphs.
2. Set up displays of materials.
3. Assist with bulletin board arrangements.
4. Order films, slides, film strips, etc., from central A.V.
5. Operate movie, slide, and overhead projectors.
6. Operate tape recorders and record players.

B. Instruction Related Activities

1. Put material on the chalkboard.
2. Supervise study activities.
3. Read to the class.
4. Dictate tests or other teacher-selected materials to the class.
5. Clarify routine assignments.
6. Help write pupil projects.
7. Arrange for field trips.
8. Prepare material for teachers.
9. Do library research.
10. Prepare for science experiments.
11. Do reinforcement drills or activities with one child or a small group.

C. Clerical Tasks

1. Take pupil attendance and maintain routine pupil records.
2. Collect and handle funds.
3. Take care of routine messages and correspondence.
4. Type and prepare materials for duplication.
5. Operate duplicator and copy machines.
6. Check and correct tests and workbooks with a key.
7. Alphabetize cards, records, etc.

D. Custodial-Type Supervision of Pupils

1. Oversee playground activities before and after school and at recess.
2. Maintain order at school bus loading and unloading areas.
3. Supervise hall and stairway traffic.
4. Supervise toilet periods.
5. Help with clothing.

-more-

III. ESSENTIAL SKILLS, KNOWLEDGE AND QUALITIES

A. The assistant teacher must have a clear understanding that the regular teacher is in charge at all times and that her functions supplement and parallel but do not intrude upon the professional teacher's work.

B. The assistant teacher must have a personality adapted to work with children.

C. The assistant teacher must meet standards of training and/or experience necessary for performing the duties and assignments.

IV. RELATIONSHIP WITHIN THE STAFF

An assistant teacher is under the supervision of the professional staff. She works to supplement and support the regular teacher, thereby improving educational instruction.

V. DESIRED QUALIFICATIONS FOR EMPLOYMENT

A. Have a background of ability to work well with adults and children.
B. Appropriate college training is preferred; must possess high school diploma.
C. Should complete six (6) hours of college courses pertinent to elementary education prior to new teaching year.

MASTER TEACHER-INSTRUCTIONAL STRATEGIST SALARY SCHEDULES ($6800 Base)

1970-71

	MT-IS Salary Scale "B" (Less than MA)		MT-IS Salary Scale "A" (MA or beyond)	
LEVELS	**INDEX**	**SCALE**	**INDEX**	**SCALE**
0	1.285	$ 8738	1.43	$ 9724
1	1.34	9112	1.50	10,200
2	1.395	9486	1.57	10,676
3	1.45	9860	1.64	11,152
4	1.505	10,234	1.71	11,628
5	1.56	10,608	1.78	12,104
6	1.615	10,982	1.85	12,580
7	1.67	11,356	1.92	13,056
8	1.725	11,730	1.99	13,532
9	1.78	12,104	2.06	14,008
10	1.835	12,478	2.13	14,484
11	1.89	12,852	2.20	14,960
12			2.27	15,436
13			2.34	15,912
14			2.41	16,388

June 15, 1970
B.H.

Mentor Exempted Village School District
8880 Lake Shore Blvd., Mentor, Ohio
Teachers' Index-Ratio Salary Schedule
1970 - 1971

Exp.	"D" Less than 90 S.H.	"C" 90 S.H. to Deg.	"B" Bachelor's Degree	"B.15" Bachelor's +15*	"A" Master's Degree	"A.15" Master's +15*	"A.30" Master's +30*	"A.45" Master's +45*	"AA" Ph.D. Degree
0	.80 $5440	.85 $5780	1.00 $6800	1.02 $6936	1.08 $7344	1.10 $7480	1.12 $7616	1.14 $7752	1.20 $8160
1	.84 5712	.895 6086	1.05 7140	1.075 7310	1.14 7752	1.165 7922	1.19 8092	1.215 8262	1.28 8704
2	.88 5984	.94 6392	1.10 7480	1.13 7684	1.20 8160	1.23 8364	1.26 8568	1.29 8772	1.36 9248
3	.92 6256	.985 6698	1.15 7820	1.185 8058	1.26 8568	1.295 8806	1.33 9044	1.365 9282	1.44 9792
4	.96 6528	1.03 7004	1.20 8160	1.24 8432	1.32 8976	1.36 9248	1.40 9520	1.44 9792	1.52 10336
5	1.00 6800	1.075 7310	1.25 8500	1.295 8806	1.38 9384	1.425 9690	1.47 9996	1.515 10302	1.60 10880
6	1.04 7072	1.12 7616	1.30 8840	1.35 9180	1.44 9792	1.49 10132	1.54 10472	1.59 10812	1.68 11424
7	1.08 7344	1.165 7922	1.35 9180	1.405 9554	1.50 10200	1.555 10574	1.61 10948	1.665 11322	1.76 11968
8	1.12 7616	1.21 8228	1.40 9520	1.46 9928	1.56 10608	1.62 11016	1.68 11424	1.74 11832	1.84 12512
9	1.16 7888	1.255 8534	1.45 9860	1.515 10302	1.62 11016	1.685 11458	1.75 11900	1.815 12342	1.92 13056
10	1.20 8160	1.30 8840	1.50 10200	1.57 10676	1.68 11424	1.75 11900	1.82 12376	1.89 12852	2.00 13600
11			1.55 10540	1.625 11050	1.74 11832	1.815 12342	1.89 12852	1.965 13362	2.08 14144
12			1.60 10880	1.68 11424	1.80 12240	1.88 12784	1.96 13328	2.04 13872	2.16 14688
13					1.86 12648	1.945 13226	2.03 13804	2.115 14382	2.24 15232
14					1.92 13056	2.01 13668	2.10 14280	2.19 14892	2.32 15776
Increments:	$272	$306	$340	$374	$408	$442	$476	$510	$544

*Graduate semester hours

All figures rounded to the nearest dollar.

PLEASE NOTE: A MAXIMUM OF EIGHT YEARS IS GRANTED FOR PREVIOUS TEACHING EXPERIENCE OUTSIDE THE SYSTEM AND/OR MILITARY SERVICE WITH THE AMOUNT OF MILITARY SERVICE ALLOWED NOT EXCEEDING FIVE YEARS.

MTA—EVALUATION OF LAKE PLAN

As a result of a negotiated agreement, five Mentor Teachers Association members were assigned the task of evaluating the differentiated staffing program at Lake Elementary School. Lacking explicit direction, the team has had to use its own judgment in tackling this effort. The team was given the document, "A Plan for Differentiated Staff Deployment - Lake Elementary School. The task, as interpreted by the team, has been to compare the actual with the anticipated as stated in "A Plan for Differentiated Staff Deployment - Lake Elementary School." The educational philosophy at Lake is stated to be individualization of instruction, promotion of learning, and fostering of desirable social attitudes. The team's impressions have been based upon observations plus conversations with the staff and students.

Individualization apparently is taking place to the advantage of the child. The one hundred or more youngsters in each Learning Center are broken into groups of varing sizes representing a variety of learning levels. Children may be shifted from group to group with facility, and the child does not seem to sense a feeling of failure if moved backward or held in place, yet a sense of accomplishment appears when he is advanced. The Lake staff tries to appeal to all of the child's senses through the use of books, projection materials, earphones, tactile games and tools. Due to the extent of adult supervision, the child's successes and failures are quickly recognized. They are quickly analysed through professional discussion and acted upon in the teaching situation. The discussion and deciding on a course of action takes place during the team's planning sessions. Thus, regrouping appears to be a daily fact of life accepted by both staff and student. As this team is not equipped to judge academic performance, student achievement was not investigated. It is the team's understanding that this portion of Lake's evaluation will be handled by the Lake staff itself by the end of this school year. However, pupils constantly moving from group to group within the without learning centers requires an ability to get along with a multiplicity of personalities. There is a minimum of aggressive action among the pupils. Apparently they have learned the appropriate behavior for this situation.

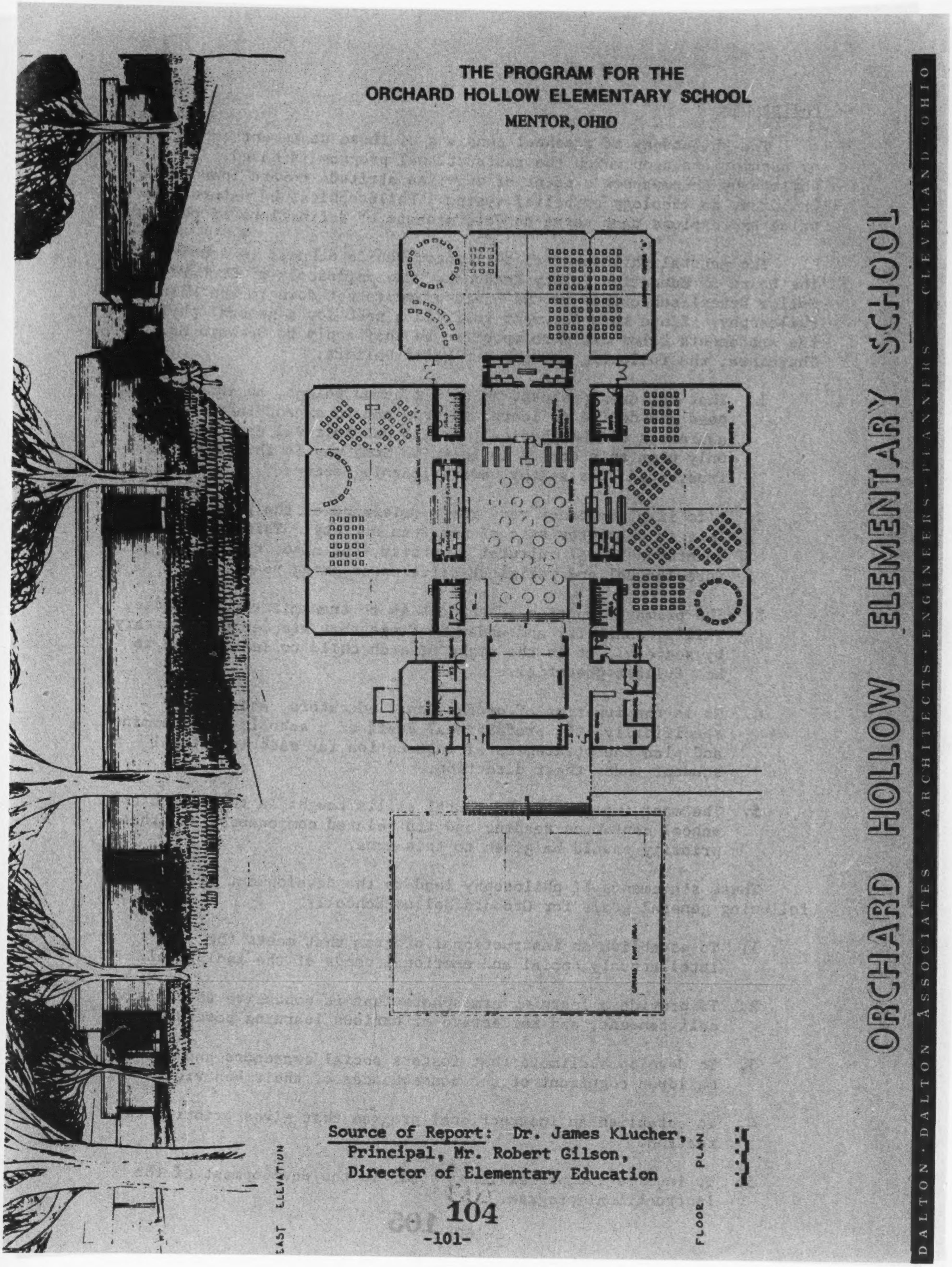
The Lake staff, a cohesive and enthusiastic group, is wholeheartedly in support of the differentiated staffing plan with its open school. The assistants seem to function within prescribed limits set by the professional team members. The instructional strategist, although paid for twenty extra days and extra responsibility within the learning center, carries no greater status in the teaching or planning stage. The staff at Lake has a unity of purpose dedicated to helping each child. Their enthusiasm is a common bond and, through there are different hierarchial levels, agreement is achieved through a democratic consensus reached after a thorough give-and-take discussion of individual points of view. There is a willingness to experiment with the ideas of others regardless of personal opinion. Openness of the building reflects the open-mindness of the staff. Staff members' willingness to remain flexible in their approach to teaching and relationships with personalities seems to be the key to harmony within the school.

Lake employs more staff than other elementary schools of comparable size; however, the staff cost per pupil is about the same as the conventional school staff cost due to differentiation at Lake.

There is one comment which does not directly stem from the observation of Lake Elementary, but the team feels a need to make it regardless. The comments herein made by the evaluation team are not to be interpreted as expressing a preference for either differentiated staffing or the self-contained classroom. We recognize, and others must also, that fine teaching is done in many different situations. A person finds it comfortable to teach in that situation which best fits his personality, experiences and abilities.

THE PROGRAM FOR THE ORCHARD HOLLOW ELEMENTARY SCHOOL

MENTOR, OHIO


ORCHARD HOLLOW ELEMENTARY SCHOOL
DALTON · DALTON ASSOCIATES · ARCHITECTS · ENGINEERS · PLANNERS · CLEVELAND · OHIO
EAST ELEVATION
FLOOR PLAN

__Source of Report:__ Dr. James Klucher, Principal, Mr. Robert Gilson, Director of Elementary Education

Philosophy

The philosophy of a school consists of those statements of belief or assumptions upon which the instructional program is based. The philosophy encompasses a point of view, an attitude toward learning and children, an ideology or belief system. Philosophies, by nature, are value expressions that serve as determinants of definitions of reality.

The general philosophy of the Mentor Public Schools is found in the Board of Education Policy Handbook. The philosophy of Orchard Hollow School subscribes to the basic precepts set down in the Mentor Philosophy. Since this document fulfills a need for a general philosophy, the statements below are more specific as they apply to Orchard Hollow. Therefore, the following express our basic beliefs:

1. That children possess, as do all human beings, an innate need and desire to learn; to grow and to expand individual awareness of the physical, social and cultural environment. Only when this desire to learn in some way is thwarted or frustrated does apathy toward learning occur.

2. Life in a democracy requires a tolerance of the pluralism that is characteristic of American society. This implies an understanding of cultural diversity, and also, racial, intellectual and religious differences among people.

3. The primary function of schools is to transmit the knowledge, skills, concepts, and understandings that are deemed necessary by society. It is the right of each child to learn these to his fullest potential.

4. It is the function of professional educators, and more specifically, the professional staff of a school, to determine and plan the strategies of instruction for each individual student under their direction.

5. The most important fundamental skills taught in the elementary school center on reading and its related components, and that priority should be given to this area.

These statements of philosophy lead to the development of the following general goals for Orchard Hollow School:

1. To establish an instructional program that meets the intellectual, social and emotional needs of the individual.

2. To provide a learning atmosphere that is conducive to positive self-concept, and reflective of various learning potentials.

3. To develop a climate that fosters social awareness and makes children cognizant of the consequences of their behavior.

4. To establish an instructional program that gives priority to reading.

5. To involve the professional staff in the development of the instructional program.

ELEMENTS OF THE INSTRUCTIONAL PROGRAM

There are several basic questions that must be answered before any attempts are made in developing curriculum. They are: What should be taught? How should it be taught? When should it be taught? These are not rhetorical questions, but are, in fact, the paramount issues of curriculum development. Several statements concerning these issues are necessary and will serve as the assumptions upon which the curriculum of Orchard Hollow Elementary School will be developed.

First, the question of what should be taught is determined through several means which include: (1) minimum standards as directed by the State of Ohio Board of Education and implied in the statues; (2) those things that are determined essential to the society and which have been established through long standing tradition; (3) the professional, studied opinion of educators; (4) empirical evidence; and (5) community need. Frequently, in the past, curriculum was developed by publishing companies whose primary purpose was to sell textbooks.

Second, the methodology of teaching is best determined by those professionals who are involved in the daily routines of instruction. The decisions that concern specific methods and approaches to instruction will be consistent with current research on instruction, general philosophy of the school, and past pedagogical experiences.

The question of placement of skills and concepts in the learning sequence of a child is a vital question. Answers vary according to the individual needs of each child as determined by the professional educators involved. One aspect of the child's developmental background that must be considered is his degree of readiness. Also to be considered are the intellectual maturity, social level, and motivation of each child.

The philosophy and organizational arrangement of Orchard Hollow School are designed to utilize the professional expertise of staff members in making curricular decisions. The organizational structure calls for each learning center to have a certified professional who is responsible for a curricular area and has expertise in one or more of the academic disciplines. It is expected that these individuals along with the Director of Instruction and the Assistant Director of Instruction would comprise curricular planning groups for a particular discipline.

Staff Utilization

The concept central to personnel utilization at Orchard Hollow School is differentiation of staff. The precepts for this plan are outlined in a monograph available at the Board of Education, Mentor, Ohio.[1] Although the plan for Orchard Hollow will vary somewhat from that set forth in the above monograph, the essentials remain intact. A brief description of classification and major responsibilities assigned to each position follows.

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1. Robert Hemberger, A Plan for Differentiated Staff Deployment Lake Elementary School, Monograph, Mentor, Ohio (Fall, 1970)

Director of Instruction

The Director of Instruction's primary responsibility is for the development and implementation of the instructional program. The Director of Instruction will co-ordinate the efforts of the Master Teacher - Instructional Strategist of each learning area. He is responsible for the total operation of the school program.

Assistant Director of Instruction

The major responsibility of the Assistant Director of Instruction is to assist the Director of Instruction in developing and implementing the instructional program. The Assistant Director of Instruction will also be responsible for assisting with the ordering and maintaining of instructional materials, scheduling, and other duties associated with a normal elementary principalship.

Master Teacher - Instructional Strategist

The Master Teacher - Instructional Strategist assumes a major responsibility for the design, development, implementation and evaluation of an instructional program or programs in a particular learning center. They also participate in the instruction of children.

Staff Teacher

Staff teachers are certificated staff members to be involved in the instructional process. The staff teacher, in addition to being a generalist, will assume responsibility in one of the academic disciplines. Concurrent with this responsibility will be the serving on a team with other staff teachers to develop curricular materials and methods for that particular discipline.

Instructional Materials Specialist

The major responsibility of the Instructional Materials Specialist is to assist the instructional staff in their use of materials and equipment that will further the instructional program. This includes exerting leadership in the selection of materials and making information available to the building staff that would facilitate the purchasing of these materials. This person is responsible for the training of the staff in the use of instructional materials and equipment.

Along with the staffing of the learning centers there are two kindergarten teachers. The total staffing of Orchard Hollow would be as follows:

Director of Instruction	1
Assistant Director of Instruction	1
Instructional Materials Specialist	1
Master Teacher - Instructional Strategist	3
Staff Teachers	9
Kindergarten	2
Teacher Assistant	12
Teacher Aide	3
Library Clerk	1
Secretary	1

Utilization of Space:

Each learning center is physically designed for multi-aged grouping of students. Also implied in the physical design of each learning center is the easy movement of students from one instructional activity to another. The students occupying learning center "A" can be thought of as first through third year students; learning center "B" would be fourth and fifth year students; learning center "C" would contain sixth and seventh year students.

Each learning center can be thought of as representing a sequence of skills and concepts. The rate at which children proceed through the sequence would depend upon individual learning potential and motivation. More able students could be expected to complete a sequence more rapidly than less able students. By means of pretest and posttest data, evaluation of skill achievement would indicate the level and rate of progress and lead to judgment by professional staff to placement. In no instance would a child repeat or skip a portion of these skills.

Learning Center "A"

This learning center houses those students in the first several years of their elementary experience. Theoretically, a child would normally proceed through this sequence in three years, but it is conceivable in the case of some children that the accomplishment of these skills can take as few as two years or as many as four years, depending upon an individual's learning performance. Initial entrance into the elementary program occurs in this learning center. Kindergarten children will be housed separately from the second and third year students.

Learning Center "B"

Students in this learning center will be those in the fourth, fifth and sixth year of school, and normally referred to as third and fourth graders. Again progress will be dependent upon ability and skill achievement. Some students may be well below the normal third grade level while others may be functioning well above a fifth grade skill level. The curriculum is designed to meet the needs of students within this range of ability.

Learning Center "C"

Students in this learning center are those in the sixth, seventh and eighth year of school, and normally referred to as fifth and sixth graders. Curriculum design will accommodate the various ability levels of these children. This will be the terminal elementary experience level. Students will proceed from here to junior high school.

Assistant Teachers

The Assistant Teacher is directly involved in the instructional program as described in job description.[2]

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2. Ibid.

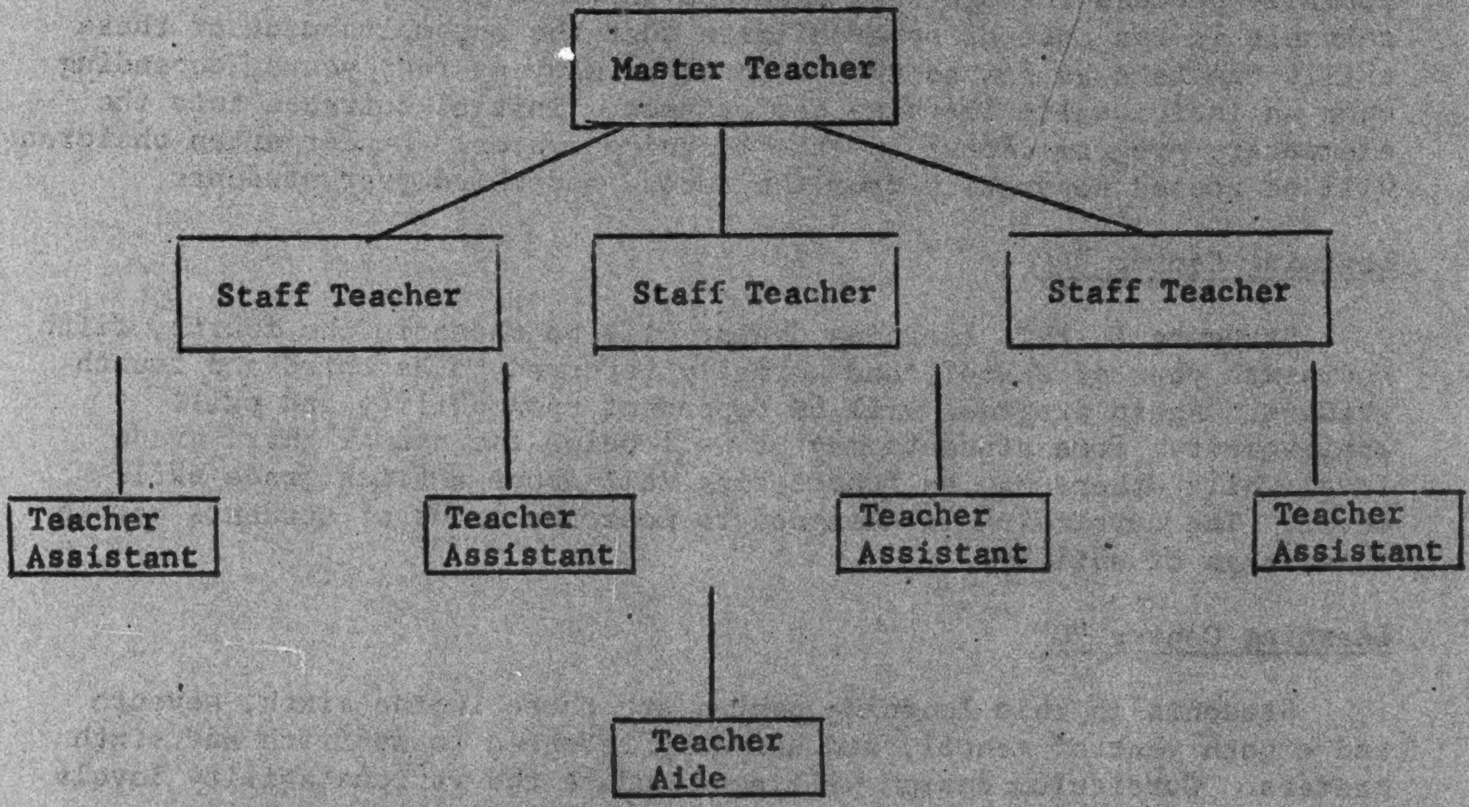
Organizational Arrangements at Orchard Hollow

The physical arrangement of Orchard Hollow School employs an "Open Space" concept which facilitates team teaching, large and small group instruction, continuous progress, and staff differentiation. There are three instructional areas designed to accommodate 200-230 students each.

These are designated as:

Learning area A - Primary level
Learning area B - Intermediate level
Learning area C - Upper level

A typical learning center is staffed by an instructional team comprised of the Master Teacher-Instructional Strategist; whose expertise is in the area of the Language Arts. Three Staff Teachers, each representing a specialty in an academic discipline (social studies, science and math and reading), four Teacher Assistants (Teacher Assistants may be shared between learning centers or may move from one learning center to another through the year as need arises), and one Teacher Aide. The following diagram illustrates this arrangement graphically.


Master Teacher
Staff Teacher
Staff Teacher
Staff Teacher
Teacher Assistant
Teacher Assistant
Teacher Assistant
Teacher Assistant
Teacher Aide

The Instructional Program

Generally any statements concerning the design of an instructional program begin with the beliefs or assumptions upon which the program is established. There is an attempt in the development of the following statements to relate to empirical evidence. What follows is a set of assumptions, empirically based, that expresses a philosophy upon which curriculum for Orchard Hollow was developed.

1. The essence of an effective elementary school program is the development of the communicative skills, the most important among these being the ability to read.

2. The repetition of skill levels serves no useful purpose. Progress should be continuous with appropriate measures taken to accommodate learning plateaus.

3. Children learn best in a non-threatening learning climate and that each child has a level of frustration at which learning stops and negative attitudes toward learning are developed.

4. That the student's self-concept is developed during his pre-school and elementary school life space. It is essential that the school reinforce positive self-concepts where they exist and attempt to change negative self-concepts where they exist.

5. An elementary program must be sensitive to the individual needs of children. Each member of the staff should be constantly aware of the educational, psychological, social, and physiological needs of children.

Continuous Evaluation

The concept central to the instructional plan is the pretest - posttest research paradigm for evaluation.

1. The pretest is administered in order to ascertain the instructional level for each child. Concentration will be on instruction in specific skill areas identified by the pretest.

2. The posttest is administered after treatment is accomplished in order to evaluate student progress. Alternate patterns of instruction to remediate any deficiences would result from posttest data.

Curricular Areas

Reading

General Goals:

1. The establishment of a reading program that enables each child to master skill in reading to the limit of his capabilities.

2. To establish realistic objectives in reading that reflect various abilities and capacities of children.

3. To provide alternate patterns in instruction thus recognizing that an eclectic approach for teaching reading can better help the individual needs of students.

General Patterns

When should formal reading instruction begin? Initially, it begins with the teaching of reading readiness in kindergarten. This is usually approached informally. Normally, this period of readiness instruction extends through the entire first year of school, and for most children this would remain true. It is proposed that formal reading instruction can take place earlier than it has in the past, with those children who indicate readiness. Similarly, for some, readiness may extend beyond the first year for those children who indicate need. Identification of abilities should take place within the first attendance period (9 weeks). The recommended instrument at this time is the Peabody Picture Vocabularly Test. This particular instrument gives reliable data on the verbal abilities of children, and along with teacher observation and judgment would provide the basis for differentiation of instruction at the first year level.

The foundation of reading instruction will be a basal reading program. Several approaches to reading would be offered at the beginning stages, including a phonetic as well as a basal program.

At the intermediate and upper levels a variety of methods and media would be used to develop reading ability.

These would include independent reading, reading labs, and various other media.

Writing and spelling would be integrated with the reading program.

Mathematics

Mathematics is recognized as the second priority of the elementary school program. The following items are considered essential to an effective mathematics program.

1. A carefully organized sequence of skills and concepts.

2. The use of diversified approaches in the teaching of skills and concepts.

3. The use of the discovery or inquiry method.

4. To develop literacy of mathematical terms and ideas.

General Goals

1. The establishment of a mathematics program that enables each child to master skill in mathematics to the limit of his capabilities.
2. To establish realistic learning objectives that reflect the various abilities and intellectual capacities of children.
3. To develop the manipulative skills of mathematics.
4. To develop literacy of mathematical terms and ideas.

General Patterns

It has long been recognized that the learning objectives in mathematics should reflect the various ability levels of students. The degree of sophistication of mathematical concepts presented to students depends upon the ability of students to comprehend those concepts.

For the less able student the mathematics curriculum should play a more utilitarian function. The fundamental processes, number facts, and basic understandings should be stressed with these students.

The mathematics curriculum of the more able student will reflect their ability to comprehend and deal with more sophisticated mathematical concepts. Learning should extend beyond that which is utilitarian and a program that leads to greater facility in mathematics will be provided. Special congnizance of those who exhibit unusual interest and ability in mathematics will be taken, and a program designed to meet their needs will be provided.

Social Studies

The domain of social studies is man in society. The basic social studies content is taken from the social science disciplines which include anthropology, economics, geography, history, political science, and sociology. It is the study of man placed in time (history) and place (geography), and the arrangements he has made for living (represented by the other social services).

The teaching of social studies is approached conceptually (the subject matter content) and encompasses a framework of skills. An effective social studies program must produce measurable results in both concept understanding and skill learning.

General Goals

1. To develop a background of knowledge and understanding regarding man in society.
2. To develop an understanding of cultural differences and similarities that exist between populations.
3. To provide a program that teaches the skills needed to study the social sciences. (Use of reference materials, map study, etc.)

4. To develop a social studies program structured around concepts appropriate to the level of understanding for each child.

General Patterns

The most important aspect of the social studies program is the opportunity such instruction affords to develop understanding about social living as well as to teach the processes of the social sciences. Concepts are derived from the disciplines of the social sciences. The major questions remain; What concepts are to be taught at a given level? Also at issue is the proper placement and sequencing of skill development.

At Orchard Hollow decisions concerning concepts and skills will be cooperatively developed by the Social Studies Planning Team comprised of the Director of Instruction, Assistant Director of Instruction, three master teachers, and three staff teachers, one from each learning center. Development of concepts and skills will be based upon; (1) Current research on curriculum and instruction, (2) investigation of needs and abilities of students, and (3) measurable or behavioral objectives.

Substantial amounts of research indicate that most of the basic texts in social studies have a readability quotient much higher than the expected reading level of the student for which they are intended. Therefore, the social studies program must, of necessity, be multimedia oriented. It will be the function of the Instructional Media Specialist, working with the professional staff, to develop materials to supplement and implement the program.

Science

Science instruction has been one of the most neglected areas of the elementary curriculum. It has long been relegated to an inferior status in relationship to other subject areas even though science holds intense interest for most children.

Generally, science in the elementary school is divided into three areas; biological sciences, earth sciences, and physical sciences. Each area should be afforded equal emphasis. Each of these areas have two essential dimensions of instruction. There are (1) the knowledge or factual dimension generally referred to as the conceptual approach; and (2) the performance dimension generally referred to as the "processes of science."

General Goals

1. To develop knowledge and understanding of the concepts of science.
2. To develop facility in the "processes of science."
3. To capitalize upon the interest that students possess concerning science.
4. To employ the inquiry method that lends itself to science instruction.

General Patterns

Two areas of emphasis in elementary science today concern "process" and inquiry. Process refers to those skills employed by scientists in their investigation. These include: Observation, summarizing data, experimenting, hypothesizing, concluding, etc. These skills are considered as important as conceptual development and are given as much equal emphasis in elementary programs.

Inquiry teaching relies upon inductive reasoning for students. It rejects as ineffective the lecture or "telling" methods of instruction widely used in the past. Science itself is inquiry and investigation, therefore, it follows that science instruction should employ the inquiry method.

Language Arts

Language Arts refers to the communicative skills, including both oral and written language. Also included, but generally neglected at the elementary level is the study of literary selections. Language Arts has more narrowly been thought of as spelling, grammar, and handwriting. These content areas, although important and functional, are by no means the entire Language Arts curriculum.

A more recent emphasis in the Language Arts curriculum has been introduction of a linquistic approach to language instruction. The more "traditional approach" studied language in isolated sections, relying heavily upon grammar for content. The linguistics approach does not neglect grammar, but takes a more "total" approach and studies the relationships in language sound, meaning, and structure.

Major Goals

1. To provide a language curriculum that is linguistic in approach and literary in content.

2. To provide a language curriculum with emphasis on expository writing.

3. To provide a language curriculum that is utilitarian in oral and written communication.

General Patterns

Spelling and handwriting are a part of the Language Arts curriculum. Both of these areas are viewed as tools of the communicative process and are to be presented as an integral part of the language arts program. Basic skills will be taught within this framework.

Program differentiation reflect the various ability potentials of students. Higher ability students will experience a greater degree of transformational and structural linguistics and literary content than lower ability students. The program of lower ability students should reflect the more functional and utilitarian aspects of language.

F.I.P.A.R.C.

Most students at the elementary level have little opportunity to work with simple tools in the construction of household items. Provided in the design of Orchard Hollow is the space for providing such opportunity. There is ample opportunity to correlate many of the content areas with the use of building materials. The teaching of fractions, measurements, etc., is facilitated by practical manipulation of physical objects employing these concepts.

General Goals

1. To give students the opportunity to handle and learn the use of household tools such as hammer, screwdriver, pliers, etc.

2. To correlate content areas with the practical arts.

WARREN PUBLIC SCHOOLS---EXECUTIVE TEACHER PLAN

This Memorandum of Understanding dated this 29th day of January, 1969, by and between Dr. David L. Moberly and the Negotiating Committee representing the Warren City Board of Education of Warren, Ohio hereinafter called the "Board" and Thomas C. B. Letson, Executive Secretary of the Warren Education Association and the Warren Education Association Negotiating Committee, hereinafter called "W.E.A.".

WHEREAS, the Board and the W.E.A. recognize and declare that providing an uninterrupted quality education for the children of Warren, Ohio is their mutual purpose; and,

WHEREAS, achievement of this purpose cannot be fully realized without capable and dedicated teachers who recognize their professional responsibilities to the school district; and,

WHEREAS, pursuant to established policy to enter into negotiations designed to mutually arrive at certain understandings.

WITNESSETH

ITEM I. The Board and the W.E.A. mutually agree to establish the position of "Executive Teacher".

A. Said Executive Teacher shall be employed twelve (12) months per year at an additional stipulated salary as per attached schedules marked Exhibits A and Exhibit B over and above the regular salary to which said teacher is entitled in terms of training and experience as per the above mentioned salary tables as adopted by the Board of Education.

B. A joint committee of W.E.A. representatives and Board representatives shall determine qualifications of applicants for this position and the W.E.A. shall have members represented on any screening committee established for the selection of said executive teachers.

C. The superintendent of schools shall have the right to determine all final appointments of said teachers and recommend same for approval by the Board of Education.

ITEM II. It is mutually understood by and between the parties herein that the salary schedules attached hereto marked Exhibit A and Exhibit B respectively and made a part hereof shall become effective on the date indicated on each thereon and conditioned upon sufficient funds being available on these respective dates to implement same, the reference to sufficient funds meaning additional monies made available through federal, state or local resources including additional voted operating millage.

It is further mutually understood by and between the parties herein that in the event money is made available from any of the aforementioned sources equal to the additional sufficient funds necessary to implement the salary schedules mentioned herein, including monies to institute the executive teacher program, then in that event these funds will be used to implement all salary schedules on the dates indicated. In the event funds are made available from the State of Ohio in excess of the necessary amounts to implement the proposed salary schedules and projected budget requirements of the Warren City Schools, then in that event both parties herein may reopen negotiations.

ITEM III. The parties herein mutually understand upon implementation of the salary schedules herein mentioned that the work year of the teacher will be increased to a total of two (2) days in excess of the present 1968-69 school calendar requirements during the 1969-70 school year and to an increase of two (2) days in excess of the 1969-70 school calendar requirements during the 1970-71 school year. Any additional days mandated by the State of Ohio will automatically be added to the work year. It is further agreed that the teachers will participate in the determination of the formation of the school calendar.

ITEM IV. It is further mutually understood by and between the parties herein that Dr. David L. Moberly will ask the Warren City Board of Education to implement the hospitalization program as of September of 1969. The amount of funds to be made available by the Board of Education for the hospitalization program is to be an amount not to exceed twenty (20.00) dollars per full-time employee who requires and requests to participate in group hospitalization. Any excess premiums after the initial implementation of the hospitalization program will be paid for by the employee or be open to negotiation at the expiration of this contract.

ITEM V. The parties herein mutually understand that the salaries of those teachers who are on salary schedules below the bachelors degree schedule will be adjusted as per the attached schedule marked Exhibit C.

ITEM VI. It is further mutually understood by and between the parties herein that this Memorandum of Understanding upon approval by the Warren City Board of Education and the Warren Education Association shall be in full force and in effect until the 31st day of December 1971.

Dr. David L. Moberly
Superintendent
Warren City Schools

Frank R. Lafferty
President
Warren City Board of Education

Thomas C. B. Letson
Executive Secretary
Warren Education Association

Michael A. Zockle
President
Warren Education Association

Warren City Schools
Warren, Ohio

Office of the Assistant Superintendent
Curriculum and Instruction

December 10, 1969

WORKING PAPERS: THE EXECUTIVE TEACHER

OBJECTIVES

Although many specific objectives of lesser importance might be stated, there are two that seem paramount:

(1) To provide the opportunity for the effective career teacher to remain in the environment where he can make his greatest impact on students - the classroom - and at the same time earn a salary somewhat commensurate with that which he would make as an administrator.

(2) To improve the curriculum and instruction in the Warren City Schools by focusing the energies and competencies of expert teachers on curricular and instructional problems during periods of time when they are not involved in day-to-day teaching.

SALARY AND WORK YEAR

The Executive Teacher will receive a supplementary salary which will be in addition to his regular stipend on the salary schedule.

The work year for the Executive Teacher normally will be as follows:

(1) During the regular school year, on days when school is in session, the schedule would be the same as for other teachers.

(2) On days when school is not in session, including summers, a work day of 8:00 - 5:00 will be observed.

(3) The Executive Teacher will receive a vacation in accordance with the vacation schedule now in effect for all full-time certificated employees.

Job Description

In general, the duties of the Executive Teacher will be to help in the development and revision of the curriculum from grades kindergarten through twelve, to identify and to develop curricular resource materials, and to help fellow teachers in the Warren City Schools in the implementation of new and revised curriculum programs and strategies.

Specifically, an Executive Teacher might at given points in time be assigned to these kinds of activities:

(1) Evaluating the present curriculum with a view toward revising it.

(2) Studying curricular trends and innovations via attendance at workshops, visits to other school systems or universities, or reading assigned materials and research findings.

(3) Writing curriculum guides.

(4) Serving on textbook selection committees.

(5) Preparing or identifying resource materials for use by teachers.

(6) Identifying or devising teaching strategies and techniques for use by teachers as they diagnose the learning problems of students of varying abilities.

(7) Conducting workshops for teachers and/or principals.

(8) Working with fellow teachers in their classrooms in the implementation of new programs.

(9) Helping principals in drawing up the building subject area schedule.

(10) Planning and conducting innovative classroom pilot projects.

(11) Conducting research on the value and efficiency of present or pilot curriculum offerings.

(12) Speaking to groups of citizens about particular school programs.

(13) Preparing printed materials for dissemination to the community, explaining certain curricular offerings.

(14) Advising colleagues of professional growth opportunities within a subject area field.

(15) Assisting student teachers.

(16) Reviewing and evaluating policies relating to curriculum and instruction.

(17) Advising in the writing of proposals for federally funded projects.

(18) Working in assorted school-sponsored curriculum projects.

Qualifications

To be considered for the position of Executive Teacher, an applicant shall meet the following minimum requirements:

(1) Five years' experience in teaching, at least three years of which have been in Warren.

(2) A Master's degree, or making satisfactory progress toward this degree.

(3) Substantial success in teaching above and beyond normal expectations.

In addition to these minimum requirements, an applicant should possess a majority of the following characteristics:

(1) Evidence of continued growth in teaching, such evidence to consist of some of the following:

  (a) attendance at workshops or institutes;
  (b) recent graduate course work;
  (c) awareness of recent trends and innovations in a subject field.
  (d) recent teacher-principal evaluation reports which indicate a superior teaching performance.

(2) Past participation on curricular or textbook selection committees.

(3) An ability to work well in small groups.

(4) A superior ability to communicate in both oral and written modes.

(5) An ability to deal with conceptual and theoretical, as well as practical, approaches to curriculum.

(6) Membership in regional, state, or national professional associations in a subject field.

(7) A varied teaching experience, in more than one school or at more than one grade level.

(8) Evidence of good health.

(9) A positive vocabulary: an optimistic outlook toward the possibilities of curriculum improvement and its potential impact on boys and girls.

(10) A willingness to develop increasing personal competency in curriculum theory and application, learning theory, research techniques, as well as subject area expertise.

Warren City Schools
Warren, Ohio

Office of the Assistant Superintendent
Curriculum and Instruction

December 18, 1969

MEMORANDUM

To: All Professional Staff

From: Richard A. Boyd

Re: THE "EXECUTIVE TEACHER"

At the request of the committee which is hard at work on setting up the guidelines for the "Executive Teacher" position, I am writing a progress report to you on the committee's work up to this point.

The committee working on the project is composed of six teachers appointed by the WEA president, and five administrators appointed by the superintendent. This group held its first meeting on October 3, and has been working more or less steadily since that time. We have reasoned that we shall complete our task by the end of January.

We have been aided greatly in our work by the responses which you made to the questionnaire circulated by Viola Ruckman, the WEA President. Each response was read carefully by more than one person, and our final report will reflect many of your individual thoughts.

Although we cannot at this time make many specific statements, we would like to provide some general answers to questions we have been receiving.

(1) Will the Executive Teacher teach, or is this a nonteaching supervisory position?

Answer - The Executive Teacher will teach. His extra salary will be earned by the time and effort expended during those periods of time when regular teachers are not on duty.

(2) What will the Executive Teacher be paid?

Answer - For the period beginning January 1, 1970, $2,800 above his regular salary. Effective September, 1970, $2,900 above.

(3) Who can apply?

Answer - A list of qualifying criteria is being completed. Minimum requirements of total experience, experience in Warren, and formal education will be established, along with other criteria. We are attempting to be reasonable in establishing these criteria so as not to set up bars which are too rigid or unrealistic.

(4) What will the Executive Teacher do?

Answer - A job description is now nearing completion. In general, the job will entail working for the improvement of curriculum and instruction by providing services to the classroom teacher which will enable that teacher to do a better job.

(5) How will the Executive Teachers be selected?

Answer - Guidelines for selection are now being written by one of our subcommittees, but we can state definitely that some of your fellow teachers will have a hand in making the final recommendations to the superintendent. The superintendent and board of education, of course, must by law make the final decision.

(6) Will the appointments be permanent or temporary?

Answer - Our thinking at this time is that most of the Executive Teachers will be appointed permanently (subject to performance, of course) but that there will be a few rotating positions for certain specialized subject areas.

(7) How will I apply?

Answer - Formalized application procedures are being written. These will be announced in late January or early February along with our final report.

One final comment: nobody seems happy about the term "Executive Teacher." Its connotation to some is that of an administrative position, which it is not. Our committee has discussed several adjectives such as "professional," "master," "helping," etc. Would you provide us with some other ideas?

William Grodesky
Frank G. Haniak
Thelma Jordan
Marjorie McElravy
Ronald Moreau
Viola H. Ruckman

Anthony R. Berarducci
John H. Fender
Albert A. Rich
Katie J. Von Thaer
Richard A. Boyd

RAB:cw

Warren City Schools
Warren, Ohio

EXECUTIVE TEACHER APPLICATION FORM

1. Full name ______________________________ Date ______________

2. Assignment: Building ______________________________________

3. Grades and subjects taught (last 3 years) __________________________

____

4. Number of years taught in Warren ____________

5. Number of years taught in systems other than Warren ___________

   a) Name of school system(s) ___________________________________

   ____

6. Attendance: Days absent this year __________

   Reason for extended absence _________________________________

7. Most recent graduate or undergraduate courses worked

   a) Courses ____

   ______________________________ Dates ______________

   b) College ____

8. Highest degree ____

   a) Date received ____________

   b) College of highest degree ________________________________

   c) Major field ____

9. Presently enrolled in a graduate degree program? ____ Yes ____ No

10. List recent (five years) workshops and institutes attended.

Name of workshop or institute	Subject field	Year and place

11. Past participation on city wide committees (curriculum, textbook or any others)

Name of committee	Approximate date

12. **List membership in regional, state or national professional organizations**

____________________ ____________________

____________________ ____________________

____________________ ____________________

13. List recent positions held in organizations and committees (professional, service, community, etc.)

Organization	Office or special assignment

14. Extra class activities

____

____

____

____

15. Teaching certification - list areas certified on teaching certificate

____

____

____

16. Subject area for which you are applying

____

17. Why do you wish to become an Executive Teacher?

PRINCETON CITY SCHOOLS
MERITORIOUS SERVICE PLAN

There is a firm belief by the board of education and administrative staff at Princeton that outstanding teaching must be recognized in the pay check as well as by the usual pat on the back. Teacher competency is evaluated and salaries are determined by teaching effectiveness and service provided.

The establishing of a merit pay program is based on faith and understanding; it requires the close cooperation of the board of education, the administrative staff, and the teaching staff. Merit pay is based on a sound appraisal system that has been in operation for several years. The teacher and principal or dean establish specific job expectances in writing at the beginning of each school term. During the year and at the end of the year appraisal conferences are held with the teacher to determine the progress made in these expectancies. There is also a written evaluation form that is completed at the end of the year by the principal, dean or supervisor. The teacher that demonstrates sufficient improvement and superior classroom effectiveness will be considered for merit pay.

A teacher must have taught in the district one year in order to be placed on merit. There is no set percentage of the staff nor specific amount of dollars established in the merit program. All teachers are appraised annually be a team of evaluators consisting of the building principal or dean, subject area leaders, or district supervisors. The team will suggest names and the amount of pay for those who should receive merit. Teachers will be given the opportunity to recommend fellow teachers to their principals for merit pay. Moreover, any teacher who is not recommended for merit pay, but thinks he should be, may submit a written request to his principal or dean that the team have a special hearing on his case. A meeting will be set up where evidence of outstanding work may be presented.

The superintendent will review the suggested list with the team and make recommendations to the board of education. During the summer each teacher who has been approved for merit pay by the board will receive an official letter indicating that additional money will be added to the next year's salary because of the superior work he has done in the schools during the past year.

Merit pay is financial remuneration given in recognition of outstanding service to the Princeton School District. Effective teaching by any teacher holding any degree with at least one year's experience in the district may be recognized with merit pay.

The outstanding teacher is provided additional opportunities to increase his salary by: (1) classification, (2) added loan, (3) added responsibility, (4) extended service, and (5) initiative units.

Merit pay is reimbursement above the basic salary. The amount of merit pay to be received by any teacher is subject to the following ranges:

1.	For Provisional Teachers	$100 to 400
2.	For Associate Teachers	100 to 600
3.	For Professional or Executive Teachers	100 to 1000

PRINCETON CITY SCHOOLS

CLASSIFICATION OF PROFESSIONAL STAFF

Depending on his qualifications a teacher will fall in one of these categories:

I. Provisional Teacher
II. Associate Teacher
III. Professional Teacher
IV. Executive Teacher

General Considerations:

1. Every teacher is urged and encouraged to grow professionally and attain as high a classification as possible.
2. All teachers are subject to annual consideration for re-classification.
3. Teachers will be classified by the superintendent working with a team of administrators and supervisors after making a thorough study of the personnel records. The decisions will be determined by how well the teacher has met the provisions stated below for each classification.

I - PROVISIONAL TEACHER

1. Any teacher with a temporary certificate, regardless of degree
2. Any beginning teacher
3. Any teacher new to Princeton and with less than 4 years teaching experience in other districts
4. Possesses minimum essentials of a good teacher
   (a) Knowledge of subject matter
   (b) Understanding of good educational practices
   (c) Understanding of children at age level he is teaching
   (d) Knowledge of means to motivate children
   (e) Acceptable personality attitudes, values
5. Executes basic responsibilities:
   (a) Carries out classroom duties - - maintains desirable learning atmosphere
   (b) Makes careful preparation for classes
   (c) Develops and maintains good public relations
   (d) Cooperates with administration in enforcement of general rules and regulations of board of education
   (e) Fulfills hours of employment according to board policy
   (f) Gives full cooperation to supervisors
   (g) Works diligently at job expectancies or target areas for the year

II - ASSOCIATE TEACHER

In addition to the minimum requirements of the Provisional Teacher, the Associate Teacher possesses the following qualifications:

1. Has at least a bachelor's degree and is making continuing progress toward a master's degree
2. Holds at least a provisional certificate in the area to which assigned
3. Has a minimum of 3 years teaching experience in Princeton without experience in another district, or at least 4 years total teaching experience, one or more of which must be in Princeton; or 5 years experience in another district
4. Participates readily in in-service education programs
5. Serves on a subject area council, or participates in textbook and educational materials studies, or in curriculum development projects, etc.

III - PROFESSIONAL TEACHER

In addition to the requirements of the Provisional Teacher and the Associate Teacher, the Professional Teacher possesses the following qualifications:

1. Has a master's degree or its equivalent as determined by the administration
2. Has at least five years teaching experience or its equivalent in other appropriate experience
3. Holds a professional, permanent, or life certificate
4. Actively affiliates with organizations and groups which are vitally concerned with the area in which he is teaching
5. Participates in at least two of the following areas each year:
   - (a) Serves on Princeton Subject Council or High School Department Leaders Group
   - (b) Attends professional conferences, conventions, in-service meetings, etc.
   - (c) Works with student teachers
   - (d) Writes for professional journals
   - (e) Works on projects for curriculum development
6. Accepts no other employment which interferes with his responsibilities as a professional teacher.

IV - EXECUTIVE TEACHER

In addition to the requirements of the Provisional, Associate, or Professional Teacher, the Executive Teacher possesses the following qualifications:

1. Has a Master's degree
2. Holds a professional, permanent, or life certificate
3. Has a minimum of 5 years teaching experience
4. Long-range responsibilities include:
    - (a) Study, keep up to date, and communicate to other staff members the latest and best practices in his teaching field
    - (b) Develop research projects
    - (c) Prepare curriculum guides and individual course outlines
    - (d) Recommend and collect materials for the library complex
    - (e) Write basic text material and prepare other reference information
    - (f) Write books or articles for educational journals
    - (g) Make contacts with businesses, industries, and universities in the community and make greater use of the rich resources in the Princeton area
    - (h) Help recruit outstanding teachers for the Princeton Schools
    - (i) Counsel and help other faculty members
    - (j) Counsel students and provide individual student motivation, inspiration, and help
    - (k) Has leadership functions in the district, (e.g. - heads subject area council, is subject coordinator, supervises beginning teachers, serves as leader on teaching teams, etc.)
    - (l) Dream, plan, organize, write, research, make contacts, recruit, and innovate to provide a truly quality school
5. Is employed on 10 1/2 months basis, (four weeks of extended service,) In case the Executive Teacher is employed for more than 10 1/2 months in a given year, reimbursement for the additional time will be covered under the regular extended service plan.
6. It is expected (but not required nor guaranteed) that a teacher assigned to the Executive Teacher Plan will serve on it for a cycle of four years. During the four summers the Executive Teacher may be assigned such responsibilities as:
    - (a) Teach one term of summer school - - - a usual cycle might include two summers of teaching
    - (b) Curriculum development, In-service leadership, Research projects, etc. - - a usual cycle might include one or two summers in these areas
    - (c) Opportunity for university study, other in-service participation, or approved travel - - a usual cycle might include one summer in this classification

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